Clc96000H3
(cont.)

X Collection

INDEX

Barcode Number	Box Number	Total of Volumes	Call Number
LIBRARY OF CONGRESS 0 029 767 678 7	2186 1 BOX	2	Z232.W5 no.1-2
	2187	22	Z252-Z284.P8 no.3-5 in overseas box
LIBRARY OF CONGRESS 0 029 767 679 9	2188	9	Z302-Z392
LIBRARY OF CONGRESS 0 029 767 680 5	2189 1 BOX	13	Z405.S9-Z473.S3
	2190	3	Z552.I3 no.1-3 (1946)
LIBRARY OF CONGRESS 0 029 767 681 7	2191	2	Z552.I3U5 no.1-2 (1946)
LIBRARY OF CONGRESS 0 029 767 682 9	2192	23	Z552.I5C no.1-23 (1946-Undated)
LIBRARY OF CONGRESS 0 029 767 684 2	2195	86	Z652.D7S6-Z673

X Collection

INDEX

Page: 2

Barcode Number	Box Number	Total of Volumes	Call Number
LIBRARY OF CONGRESS 0 029 767 683 0	2194	111	Z673. A5 no. 1-111 (1933-Undated)
LIBRARY OF CONGRESS 0 029 767 685 4	2196A	144	Z673. A5 no. 1-144 (1926-1954)
LIBRARY OF CONGRESS 0 029 767 686 6	2196B	39	Z673. A5 no. 145-185 (1954-Undated) no. 185 on overseas loan

X- 1 573
45

Members of the I.L.A. Legislative Committee who were most active in working for the library legislation had copies of the attached issue of Leads. It will be noted that methods employed in Illinois were quite similar to those employed in Ohio.

LEADS

An informal news letter published occasionally by the Publicity Committee of the American Library Association—Chicago

No. 2 (Revised), October, 1933

Supplement

WORKING WITH A LEGISLATURE

Carl Vitz, President, Ohio Library Association
1932-33

The suggestions presented herewith are based on twelve years experience in one state, in efforts to secure favorable legislation or to stave off bills unfavorable to the libraries of the state. As the governor has the power to recommend legislation or to veto it, he is considered as a part of the problem.

Conditions vary much from state to state. It must be understood that the statements made here may have validity only in Ohio, perhaps not even there. It seems wiser, however, to confine this discussion to conditions as they are in Ohio and to let the reader make the necessary adaptations to his own local situation.

Some factors, more or less peculiar to Ohio, may help in an understanding of its legislative problems. The state is fairly evenly divided between the two major parties. More often than not the governor and the legislature are of opposite political faiths, and frequently the two houses. The antagonism between urban and rural regions is considerable.

Ohio libraries are organized under some seven or eight different basic laws, thus making laws of general application difficult. The largest number are, however, public libraries of school districts. As such they come under the school code which differs in many respects from the general code. In their management they are, however, as independent as are those under other forms of organization.

Finally it must be remembered that for many years, except for the years 1922-27, the leadership in the Ohio State Library has been inadequate especially in matters of legislation, so that upon the state association falls the whole responsibility of work with the state legislature.

X-573.45 #1

X- Z 673
.95

(This list, prepared some months before the campaign began, was considerably supplemented before and during the campaign by names of political, business, industrial, religious and other leaders whose assistance was solicited. Names and addresses of presidents and secretaries given on original list.)

ILLINOIS STATE ASSOCIATIONS, 1933-34

American Association of University Women
American Legion
American Legion Auxiliary
American Library Association
Department of Household Science
Federation of Illinois Colleges
Illinois Agricultural Association
Illinois Associated Press Editors' Association
Illinois Association of Park Districts
Illinois Bankers Association
Illinois Chamber of Commerce
Illinois Committee of the Chicago Association of Commerce
Illinois Conference on Public Welfare
Illinois Congress of Parents and Teachers
Illinois Department of Public Instruction
Illinois Farmer's Institute
Illinois (State) Federation of Labor
Illinois Federation of Women's Clubs
Illinois Geological Survey
Illinois Grange (State)
Illinois Home Bureau Federation
Illinois Municipal League
Illinois Library Extension Division
Illinois Press Association
Illinois State Academy of Science
Illinois State School Board Association
Illinois State Teachers Association
Illinois Tuberculosis Association
Illinois Women's Press Association
Kiwanis International
Knights of Columbus (Illinois Division)
Isaak Walton League of America
League of Women Voters.
Lions International
National Federation of Business and Professional Women's Clubs
National Society of the Daughters of the American Revolution
Rotary International
Schoolmasters Club of Illinois
Sons of the Revolution (Illinois Society)
State Association of Y.M.C.A.'s
Superintendents' Association, City.
Superintendents' Association, County
University of Illinois
Veterans of Foreign Wars (Illinois Division)

X-Cm/3.A5
#2

X Z 673
.A5

Copies of bills sent to all libraries and organizations aiding with work. H. B. 405 passed the Illinois Legislature and was signed by Governor July 3, 1935.

59th G. A. **HOUSE BILL NO. 405** 1935

Introduced by Mr. Sinnett (by request), February 27, 1935.

Read by title, ordered printed and referred to Committee on Appropriations.

A BILL

For an Act making an appropriation for the relief and aid of free tax supported public libraries.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

SECTION 1. There is here appropriated to the Secretary of State for the Library Extension Division of the State Library the sum of $610,000, or so much thereof as may be necessary until the expiration of the first fiscal quarter after the adjournment of the next regular session of the General Assembly:

(a) $600,000 for the purpose of purchasing books and periodicals for the free tax supported public libraries of Illinois.

(b) $10,000 to pay for expenses incurred in the administration of this Act.

Sec. 2. This appropriation shall be used for the purchase of books and periodicals for free tax supported public libraries in all parts of the State and shall be allocated and distributed to such public libraries as far as is practicable according to the population of the counties, townships, villages and cities in which the libraries are located. All public libraries in counties, cities, townships

X-Z.13.A5 #3

NOT PASSED
X- Z 673
AS

Introduced by Mr. Sinnett (by request) February 27, 1935.
Read by title, ordered printed and referred to Committee on Appropriations.

A BILL

For an Act making an appropriation to the Secretary of State for the Library Extension Division of the State Library for further extending and maintaining library service to all people in the State now without such service.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

SECTION 1. There is here appropriated to the Secretary of State for the Library Extension Division of the State Library, the sum of one million dollars or so much thereof as may be necessary, until the expiration of the first [illegible] quarter after the adjournment of the next regular session of the General Assembly, for the purpose of further extending and maintaining a system of library service for all people in Illinois living in rural and urban communities that do not now have free public libraries, to the end that they shall enjoy free opportunity to secure through books wholesome recreation, and stimulating sources for self education.

Sec. 2. The appropriation herein made is subject to the provisions of the Act in relation to State finance", approved June 10, 1919, as amended.

Z673
.A5A2
Copy 2
X-Z 673
.A5

MATERIAL SENT TO CITIZENS AND ORGANIZATIONS

X-Z673.A5
#5

X-Z 673
.A5

IATERIAL SENT TO LIBRARIANS AND LIBRARY TRUSTEES

Z675
.A5
A512

MATERIAL SENT TO LEGISLATORS AND GOVERNOR

Z 673
.A5
Z 673
A5 I2
C.1 C.2

WORK OF CITIZENS AND ORGANIZATIONS

Z 673
Z673
.A52
Copy 2

EDITORIAL, NEWSPAPER AND MAGAZINE COMMENTS

X- Z 473
.A5

PUBLICITY USED IN CONNECTION WITH I.L.A. LEGISLATION

Three groups were kept chiefly in mind in all publicity carried on in connection with the Illinois Library Association's legislative program in 1935 which resulted in the successful passage of the $600,000 book bill:

1. Librarians and library trustees

2. Influential citizens, particularly leaders of state and local organizations

3. Members of the Legislature and the Governor

It is difficult to group the samples of publicity shown without considerable duplication, as most of it was used with all three groups. As methods will necessarily differ in different states, however, it is perhaps sufficient simply to assemble this collection of sample bulletins, letters, releases, etc., for the benefit of anyone interested in how publicity was handled.

One serious weakness in the Illinois campaign was the delay in informing members of the profession and library trustees about action to be taken. Much more intelligent and vigorous support from members of the profession would undoubtedly have been given if two or three months before the legislative campaign they had known the plan of action proposed and how they could assist with it. District meetings were held throughout the state after the legislature convened, but earlier and more intensive work of this sort should unquestionably have been done. At these meetings copies of the I.L.A. leaflets about the bills were distributed and discussed.

Since the Illinois legislative campaign included efforts to secure certification of librarians and service for 2,000,000 people in the state now without it, some of the material used in connection with all bills is included in this kit. Only H.B. 405 -- the emergency book bill, however, passed.

Certification bills are not included as they will probably be re-written.

Naturally, publicity only complemented and supplemented the work done by Michael F. Gallagher, chairman of the I.L.A. Legislative Committee, Miss Ida F. Wright, chairman of the State Planning Board, and Miss Helene Rogers of Evanston, I.L.A. contact person in Springfield, without whose really brilliant offices at the state capitol and elsewhere publicity would have been of no avail.

X-Z473.A5
#10

X- Z 673
45

Notes on the conference which was held after the successful campaign to secure $600,000 emergency book fund for Illinois libraries.

Present: Michael F. Gallagher, chairman of the I.L.A. Legislative Committee; his partner, Mr. Hall, who lobbied with him; Helene Rogers, who also lobbied; Anna May Price, superintendent of the Library Extension Division of the Illinois State Library; and Beatrice Sawyer Rossell, member of the I.L.A. Publicity Committee.

Selection of the man to introduce the bill is vitally important.

The home town campaign is an essential feature. People to reach legislators should be carefully selected and very influential politically if possible.

In lobbying, stay off the floor of the house or senate.

Do not hesitate to appeal to legislators on highest possible grounds.

Have an adequate fund for lobbying.

Don't lose touch with members of the legislature between sessions. Illinois teachers and Chicago police and firemen are admirably organized for legislative action and they carry on quiet, steady campaigns between sessions.

Let people throughout the state know how the money has been spent.

Ask trustees for statements showing what book fund has meant.

Get political leaders outside the profession to work. Use list of state committeemen of political organizations as one guide to such leaders.

B. S. Rossell

X-Z673.45 #11

Copies of "The Public Library" were distributed to interested state leaders as well as to members of the Legislature.

X- Z 673
.A5 #13

ILLINOIS LIBRARIES NEED HELP

Book Stocks
are
Desperately
Depleted

ILLINOIS LIBRARY ASSOCIATION
URBANA, ILLINOIS

X- Z 673
.A5 #14

Two Million People In Illinois Without Libraries



ILLINOIS LIBRARY ASSOCIATION
Urbana, Illinois

X- Z 673
.45 #13

If you want good library service

MOST states, including Illinois, insure good service to their citizens by demanding that doctors, lawyers, teachers, public accountants, and other professional people have a certain background of education and experience before they attempt to serve the public.

The Illinois Library Association is proposing that the state legislature pass a law requiring that librarians appointed to positions in tax supported public libraries, public schools, or state educational institutions, after July 1, 1935, meet certain educational standards, according to the grade of position to be filled. *The law would not affect librarians now in office.* However, according to this proposed law, librarians now holding positions who wish to have their professional status certified will be able to do so through application to the State Department of Registration and Education.

Public libraries during the years of stress have proved to be universally useful public institutions for young and old alike. Where qualified librarians have been employed, thousands of men and women have been assisted in re-educating themselves for new jobs; the morale and sanity of countless readers has been maintained through weeks and months of unemployment; young people not able to continue their education at school have gone on with their studies through individual reading courses prepared for them by reader's advisers; children in these anxious times have had hours of happiness from fine books selected for them by children's librarians.

There is no law in Illinois at present to prevent a person fifteen or eighty years of age, with less than high school education being appointed as a librarian. To change this condition and safeguard library service for your community:

WRITE to your representatives in the legislature, asking them to urge the passage of the library certification bill.

PASS resolutions to this effect at your club and see that these resolutions are sent at once to all of the legislative representatives from your district and to the Illinois Library Association, P. L. Windsor, President, Urbana, Illinois.

ASK your newspaper, schools, and churches to urge the passage of this bill.

Illinois Library Association,
Urbana, Illinois

X- Z 673
A5

How To Start A Public Library

THE LIBRARY OF CONGRESS
SERIAL RECORD
MAR 17 1953

In a sense a library is
a yeast for all the worth-
while life of a community.

Emily Taft Douglas

AMERICAN LIBRARY ASSOCIATION
50 East Huron Street
Chicago 11, Illinois

Revised February 1949

X- Z 673
.A5

STAFF MEMORANDUM

NUMBER 8

November 13, 1952

FROM: The Executive Secretary

SUBJECT: DUTIES AND RESPONSIBILITIES OF THE ASSOCIATE EXECUTIVE SECRETARY

This is an interim statement to acquaint the staff with the areas upon which Mrs. Stevenson will currently work. In order that the work of all of us may be channelled more directly and effectively, this statement will from time to time be amended and added to.

First, the Associate Executive Secretary will serve as a deputy to the Executive Secretary in all matters. This means that she is second in command to the Executive Secretary, has full authority to act for him in his absence, and has the authority to make management and policy decisions for any matters that you may wish to take to her or in activities and programs that may from time to time be delegated to her.

Second, Mrs. Stevenson has been given specific responsibility for the direction of the following:

The preparation of projects and proposals for activities in the field of Adult Education and for the direction, either personally or by delegation, of all such projects that come under ALA Headquarters administration;

The Headquarters Library;

Special Membership promotion;

The Washington Office.

Third, Mrs. Stevenson will work closely with the Executive Secretary in all Executive Board matters, preparation of docket, exhibits, planning, execution.

Fourth, with the Executive Secretary, Mrs. Stevenson will cooperate and work with the Division Executive Secretaries in carrying out the programs and activities of ALA and of the divisions.

JN 17334
A

X- Z 673
.A5

AMERICAN LIBRARY ASSOCIATION
EXECUTIVE OFFICES: 50 EAST HURON STREET, CHICAGO 11

April 9, 1952

APR 17 1952

To the Director of the State Library Extension Agency:

The A.L.A. Council has directed the A.L.A. Board on Personnel Administration to obtain salary data to be used in connection with revised minimum library salary standards which will be submitted by the board for Council consideration at the Annual Conference in July.

In order to obtain the desired data, the board must rely on the cooperation of library administrators in supplying up-to-date background information for this salary survey.

As all data must be analyzed and tabulated by the first week in June, you are requested to fill in and return the enclosed questionnaire so that it reaches A.L.A. Headquarters on or before May 16, 1952.

The board particularly asks that all salaries be reported for the various classifications requested, so that this sampling will not be distorted because of omitted data. As it is so essential that no salaries be omitted, the board promises that the returns from this questionnaire will be used only for statistical summaries without identification of an individual library unless the librarian indicates in the space provided for this purpose on the questionnaire that the data are not to be held as confidential.

Enclosed also is a separate questionnaire on the professional personnel needs for the five-year period, 1952-56. There is a definite need for such material not only in connection with the board's work, but it is also essential information which the library schools require. The date for the return of this questionnaire is one month later than that for the salary questionnaire.

Your cooperation in furnishing material will be greatly appreciated.

Very sincerely yours,

Hazel B. Timmerman

Hazel B. Timmerman, Executive Assistant
A.L.A. Board on Personnel Administration

HBT:hg
enclosures

X-Z673 .A5

X- L 673
.A5

AMERICAN LIBRARY ASSOCIATION
EXECUTIVE OFFICES: 50 EAST HURON STREET, CHICAGO 11

April 9, 1952

To the Librarian:

The A. L.A. Council has directed the A.L.A. Board on Personnel Administration to obtain salary data to be used in connection with revised minimum library salary standards which will be submitted by the board for Council consideration at the Annual Conference in July.

In order to obtain the desired data, the board must rely on the cooperation of library administrators in supplying up-to-date background information for this salary survey.

As all data must be analyzed and tabulated by the first week in June, you are requested to fill in and return the enclosed questionnaire so that it reaches A.L.A. Headquarters on or before May 16, 1952.

The board particularly asks that all salaries be reported for the various classifications requested, so that this sampling will not be distorted because of omitted data. As it is so essential that no salaries be omitted, the board promises that the returns from this questionnaire will be used only for statistical summaries without identification of an individual library unless the librarian indicates in the space provided for this purpose on the questionnaire that the data are not to be held as confidential.

Enclosed also is a separate questionnaire on the professional personnel needs for the five-year period, 1952-56. There is a definite need for such material not only in connection with the board's work, but it is also essential information which the library schools require. The date for the return of this questionnaire is one month later than that for the salary questionnaire.

Your cooperation in furnishing material will be greatly appreciated.

Very sincerely yours,

Hazel B. Timmerman

Hazel B. Timmerman, Executive Assistant
A.L.A. Board on Personnel Administration

HBT:hg
enclosures

X- Z 673
.A5

APR 17

APPLICATION FOR EXHIBIT SPACE

Date _____ 1952

R.E. Dooley, Exhibit Manager
American Library Association
50 East Huron Street
Chicago 11, Illinois

Please reserve _____ booths for our use as exhibit space during the American Library Association's Seventy-First Annual Conference to be held in New York City (Waldorf-Astoria Hotel) June 29 - July 5, 1952.

	First	Second	Third	Fourth
ORDER OF CHOICE	#_____	#_____	#_____	#_____
PRICE	$_____	$_____	$_____	$_____

We desire to exhibit the following:

The person in charge of our exhibit at the Waldorf will be _____

A deposit of $25.00 is enclosed. It is understood that this deposit will be returned to us if the space assigned is rejected by us within ten days after you send us assignment with contract. The balance of the rental fee will be remitted before June 1, 1952. We understand that failure to return the signed contract within ten days after it is received by us will automatically release the space reserved.

Firm Name _____

Address _____

By _____

JN 16856
A

Z 673
.A5

American Library Assn.
50 East Huron Street
Chicago 11, Illinois

APR 17 1952

April 4, 1952

For Immediate Release

Library Applications of Punched Cards; A Description of Mechanical Systems, by Ralph S. Parker has just been published by the American Library Association. Punched card tabulation systems, long used in other fields to perform technical routines rapidly and efficiently, are now being successfully applied to library procedures.

The author presents a clear, non-technical but specific study of the application of these mechanical systems to acquisition, registration, and circulation procedures, bibliographic and indexing services, and personnel and financial records.

This is not a manual for installation of such a system but rather a guide in preliminary investigation, describing operations already in use in various libraries and making valuable suggestions for maximum use of mechanical installations.

When successfully applied, punched card tabulation can make possible the accomplishment of the clerical routines of a library with greater accuracy, speed and thoroughness.

The professional staff can be relieved of attention to clerical detail, thus freeing them for more useful work and allowing them to be the masters, not the victims, of the ever growing burden of statistics, records, and administration data.

Z673.A5 no. 12

Parker, Ralph S. Library Applications of Punched Cards; A Description of Mechanical Systems, American Library Association, Chicago. 1952. 88p. $2.75.

JN 16843 -A

X- Z 673
.A5

APR 17 1952
COPY

Approved by ALA Council
February 1, 1952

NOMINATIONS FOR ALA BOARDS AND COMMITTEES

Recommended that in accordance with Article II, Section 5(a), of the by-laws that the Board on Resources of American Libraries affects chiefly the activities of the Association of College and Reference Libraries. Adoption of this decision will mean that nomination of members of the foregoing Board will be made, hereafter, by the Association of College and Reference Libraries.

The Committee on Boards and Committees will welcome recommendations from members of the Association, particularly officers of the various divisions, regarding other boards or committees for which such decisions should be made.

JN 16855
A

X- Z 673
.A5

AMERICAN LIBRARY ASSOCIATION DIVISION OF LIBRARIES FOR CHILDREN AND YOUNG PEOPLE

6

SEE YOU IN LOS ANGELES AT THE ALA CONVENTION!

Biltmore and Statler Hotels
June 21-27, 1953

We hope you have alm[illegible]ade tentative plans to go to the Los Angeles ALA this June. Now it's [illegible] plans definite.

A.L.A.
Division of Libraries for Children and Young People.

[illegible]t things first! Have you sent in your 1953 renewal to [illegible]P membership slip? This newsletter and the ballots are [illegible] members. They are also sent to 1952 paid members with [illegible]o not use the ballot until after you mail your 1953 [illegible]in, December 1952, p. 430 if you are uncertain what

[illegible]mmittees urge that all whose 1953 dues are already paid, [illegible]et another member. We can only go ahead on the huge [illegible]strengthen children's and young people's library service [illegible]he DLCYP income comes from membership dues, from the [illegible]ch division by AIA. The resources needed to do the [illegible]r of members we have. How many librarians, trustees, [illegible] illustrators and friends have you approached since [illegible] AIA and DLCYP?

(anu

[illegible]ONS - On your DLCYP, CIA and/ or AYPL ballots record your vote. Put each ballot in a separate envelope, addressed as indicated on the ballot and mail them. May 1 is the deadline but our tellers urge an early response.

PRECONFERENCE INSTITUTE IN PASADENA - The Institute on Library Work with Children and Young People arranged for June 18 to 20 is described in the enclosed circular. Send in your reservations as soon as possible. Frances Clarke Sayers will open the conference with a talk on "Broadening Library Horizons." Althea Warren, formerly Librarian of the Los Angeles Public library, will give the Friday afternoon talk on book selection. Final program will be mailed to you on May 1.

A PRECONFERENCE WORKSHOP ON BOOK ACQUISITION AND INTELLECTUAL FREEDOM will be held on the University of Southern California campus Saturday afternoon and all day Sunday, June 20-21. For one or two sessions the workshop will divide into small discussion groups by type of library or age of reader.

AIA MEETINGS - There will be three General Sessions - Monday afternoon, Wednesday morning and Friday afternoon. Council meetings will be Monday evening and Friday morning. General session speakers have all accepted.

DLCYP MEETINGS - Program Meeting. Dr. Frank Baxter of the University of Southern California, will speak Wednesday evening, June 24 at 8:30. His subject: Sharing the Pleasures of Reading. Dr. Baxter's reputation as a speaker guarantees a stimulating approach to the corner stones of our profession, books and reading, all too often lost sight of in the daily round of technicalities.

Business Meeting, Tuesday morning, 8:30-9:45, June 23. Come see your Committee Chairmen and hear the streamlined reports of your hard-working committees. We hope full reports can be available to you beforehand in the Division Suite, so that detailed reports need not be read at the meeting. Exercise your right to vote and participate in the affairs of your Division by attending this meeting. All too few of you do. We are hoping to make it as brief as possible so you will have the

X- Z 673
.A5

March 12, 1953

BOOKLIST - AMERICAN LIBRARY ASSOCIATION

PLEASE VOTE AND RETURN IMMEDIATELY

PLEASE VOTE ONLY ON THOSE BOOKS YOU OR YOUR STAFF HAVE ACTUALLY READ.
Examination is not sufficient.

For uniformity please mark:

+ For inclusion in Booklist
— Against inclusion in Booklist
* For mature readers
J+ For review on children's page with See reference on Y.P. page.

IRENE GULLETTE
Assistant in Charge of
Young People's Books

A

Block, Jean Libman. Linda Jordan: lawyer. Messner. $2.50
Bordeaux, Henry. A pathway to heaven. Pellegrini. $3.00
Bradbury, Ray. The golden apples of the sun. Doubleday. $3.00
Brown, John. Two against the Amazon. Dutton. $3.50
Conklin, Groff. Science-fiction: adventure in dimension. Vanguard. $2.95
Crisp, Frank. The sea robbers. Coward-McCann. $2.75
DeAngelo, Jaime. Indian tales. Wyn. $3.75
Dolin, Anton. Alicia Markova. Hermitage House. $3.95
DuMaurier, Daphne. Kiss me again, stranger. Doubleday. $3.50
Ewen, David. The story of Jerome Kern. Holt. $2.50
Fox, Paul. The daughter of Jairus. Little. $1.50
Gibney, Frank. Five gentlemen of Japan. Farrar. $4.00
Hamilton, Ian R. No stone unturned. Funk & Wagnalls. $3.75
Hogg, J. T. Science for all. Roy. $3.00
Jackson, Charles Tenney. The buffalo wallow. Bobbs-Merrill. $3.00
Klein, David. Your first boat. Funk. $2.95
Lake, Alexander. Killers in Africa. Doubleday. $3.50
Malvern, Gladys. Hollywood star. Messner. $2.50. March 30
Mann, Arthur. How to play winning baseball. Grosset. $2.00
Martin, Martha. O rugged land of gold. Macmillan. $3.00
Rasey, Marie I. It takes time: an autobiography of the teaching profession. Harper. $3.00
Stewart, George R. U. S. 40. Houghton. $5.00
Thorn, Edward Louis & Crenshaw, James S. Popular mechanics aviation album. Popular Mechanics. $3.00
Ulrich, Homer. Famous women singers. Dodd. $2.50
Wells, Evelyn. The gentle kingdom of Giacomo. Doubleday. $3.95

X-Z673.A5
#24

X- L 013
A5

AMERICAN LIBRARY ASSOCIATION
EXECUTIVE OFFICES: 50 EAST HURON STREET, CHICAGO 11

February 27, 1953

Some forty-four state legislatures are meeting this year. As a result of the publicity given the recent hearings of the Gathings Committee, there is likely a possibility that censorship legislation of one sort or another will be introduced in several of these legislatures. Such developments would clearly be of interest and concern to the American Library Association and its Committee on Intellectual Freedom, and to the American Book Publishers Council, with which we work very closely on this subject.

This letter is to ask your assistance. Could I impose on you to the extent of asking that you let this office know immediately of any censorship legislation introduced in your legislature and keep us informed of developments? This will be of great aid to us in our efforts to keep up with activities in this important area. If possible, we'd be glad to have three copies of bills and clippings of news stories - these would be most helpful and we shall see that the information is forwarded to the Committee on Intellectual Freedom and to the ABPC.

Sincerely yours

David H. Clift

David H. Clift
Executive Secretary

DHC mlh

X-Z573.A5 #23

Z673
.A5

AMERICAN LIBRARY ASSOCIATION
EXECUTIVE OFFICES: 50 EAST HURON STREET, CHICAGO 11

THE LIBRARY ECONOMY & SEAL RECEIVED APR 3 - 1953

March 24, 1953

To the Executive Board

The Sunday, June 21, meetings of the Executive Board conflict with the meetings of ARL and the suggestion has been made that perhaps the Board would be willing to begin its Sunday sessions at 2:30 PM to allow interested members the opportunity to attend the morning session of ARL.

Would the Board members please let me know if they are agreeable to this suggestion and also give me their preference for another date to which our Sunday morning meeting could be shifted: Saturday evening, June 20, would be a good possibility if the members are reaching Los Angeles in time. Thursday afternoon is a logical time in so far as timing is concerned but we are absolutely out of meeting room space for that period. Wednesday afternoon is a free afternoon and therefore possible if you wish to give up your free time. Saturday evening strikes me as the most desirable time.

We shall very shortly be asking for your arrival and departure dates in order to reserve your hotel accommodations, so your prompt attention to this communication will be, as always, appreciated.

Sincerely yours

David H. Clift

David H. Clift
Executive Secretary

DHC mlh
Airmail

X-Z673.A5 #35

X- .A5

RETURN TO: Mrs. Grace T. Stevenson, 50 East Huron, Chicago 11, Illinois

MEMORANDUM

March 17, 1953

TO: The Film Librarian

FROM: Mrs. Grace T. Stevenson, Associate Executive Secretary

SUBJECT: Film Statistics

The film circulation and budget statistics continue to be the most useful and requested information. Your cooperation is again asked for this compilation. Will you please send to Headquarters by May 1, 1953, the following information for March, 1953. One copy of the form is supplied for your files.

Name of Library _____

Population in Area _____ Per Capita Income--1953 _____

Date of Establishment of Film Service _____

Number of Prints in Collection--March, 1953 _____

Number of Titles in Collection--March, 1953 _____

Total Number of Showings for March, 1953 _____

Total Audience for March, 1953 _____

Allocation for Film Acquisition for year 1953 _____

Total Allocation for all Materials for 1953 _____
(Including books, periodicals, pamphlets, newspapers, government documents, records, slides, films, filmstrips, not including salaries, buildings, etc.)

Average Circulation Per Print--March, 1953 _____

Name _____

Library _____

City _____

State _____

X-2573.A5 #87

JN 17629
A

X- Z 673
.A5

AMERICAN LIBRARY ASSOCIATION
EXECUTIVE OFFICES: 50 EAST HURON STREET, CHICAGO 11

March 19, 1953

THE LIBRARY OF CONGRESS
SERIAL RECORD
MAR 27 1953

To Chairmen of ALA Boards and Committees

At the ALA Annual Conference in Los Angeles, there will be sessions of the Council on Monday evening, June 22, Thursday morning, June 25, and Friday morning, June 26.

It will be appreciated if you will let me know just as soon as you can whether your group expects to have any recommendations for the consideration of the Council on those dates. Also, will you please include in your reply references to any recommendations previously made which have not received adequate attention.

In order that as much information as possible can be included in the official program (deadline for copy May 4) and reports or recommendations mimeographed and sent to Council members in advance of the meeting, we need to receive reports early; please indicate when we may receive yours and who will present them at the Council meeting.

Because of the crowded docket, we are asking only for proposals for action. Informational reports may be submitted in writing.

Sincerely yours

David H. Clift

David H. Clift
Executive Secretary

mlh

JN 17651
A

Z 673
.A5

AMERICAN LIBRARY ASSOCIATION

EXECUTIVE OFFICES: 50 EAST HURON STREET, CHICAGO 11

THE LIBRARY OF CONGRESS SERIAL RECORD
MAR 27 1953
Copy

March 19, 1953

To Presidents or Chairman of ALA Divisions and Round Tables

At the ALA Annual Conference in Los Angeles, there will be meetings of the Council on Monday evening, June 22, Thursday morning, June 25, and Friday morning, June 26.

It will be appreciated if you will let me know just as soon as you can whether your group expects to have any recommendations for the consideration of the Council on those dates. Also, will you please include in your reply references to any recommendations previously made which have not received action attention.

In order that as much information as possible can be included in the official program (deadline for copy May 4), please indicate when we may expect to receive your recommendations and we will present them at the Council meeting.

Because of the crowded docket, we are asking only for proposals for action. Informational reports may be submitted in writing and we should like to duplicate material for the Council for mailing in advance of the meeting.

Sincerely yours

David H. Clift

David H. Clift
Executive Secretary

mlh
cc to: Secretary for information

JN 17650
A

X- Z 673
.A5

THE LIBRARY OF CONGRESS
SERIAL RECORD
APR 14 1953
COPY

MEMORANDUM March 30, 1953

To: The Executive Staff
From: Miriam L. Hornback
Re: Los Angeles Hotel Reservations

Blocks of rooms for the use of ALA Staff, Executive Board members, Guests and Speakers, have been reserved at the Hotels Biltmore and Statler for the Annual Conference in Los Angeles, June 21-27, 1953.

Attached are mimeographed requests for hotel accommodations during the Conference. Will you please distribute them to the members of your staff who will be attending the Conference and have them returned to this office promptly so that we can make the necessary reservations well in advance of the Conference.

mlh

A

X-Z673.A5
#30

X- Z 673
.A5

APPLICATION FOR HOTEL ACCOMMODATIONS

1953 ALA Conference

Los Angeles, June 21-27, 1953

THE LIBRARY OF CONGRESS
SERIAL RECORD
APR 14 1953
COPY

Please make reservations noted below:

☐ HOTEL STATLER ☐ BILTMORE HOTEL

☐ Single room Rate preferred _____

☐ Twin-bedded room Rate preferred _____

Arrival date A.M. P.M.

Departure date

Room will be occupied by:

Name: Address:

_____

_____

Signed by _____

Address _____

City and State _____

X-Z673.6 #31

JN 17667

Z 673
.A5

American Library Assooiation
50 East Huron Street
Chicago 11, Illinois

March 31, 1953

NEWS RELEASE

VOCATIONS IN FACT AND FICTION, a book that will bring joy to the hearts of librarians and counselors alike, has just been published (March 1953) by the American Library Association, Chicago. It is an invaluable tool for use in guiding vocationally puzzled young people to recreational books that will give them an understanding (sometimes their first) of particular professions and occupations. Moreover, this book can be used by the young people themselves; it is lucid, well organized, and untechnical.

It is a subject index to more than 200 vocational areas under which are annotated lists of books, predominantly biographies. Material ranges from fairly easy books (these are starred) for retarded readers to scholarly work for mature students. Also included are some excellent titles under the heading "Vocations (General) - Handicapped Person."

The books run the gamut of jobs and include such titles as: Family Circle by Cornelia Otis Skinner; Life Among the Doctors by the De Kruifs; Never Leave Well Enough Alone: the Personal Record of An Industrial Designer from Lipsticks to Locomotives by Raymond Loewy; Florence Nightingale by Woodham-Smith and Blanche; Texas Cowboy by Charles Siringo; Albert Einstein: A Biography for Young People by Catherine Peare; Four Young Teachers by Genevieve Chase; On the Air: A Story of Television by Jack Bechdolt; Blueberry Muffin by Mary Thompson.

Through the experiences of people who know their field of work and have written of it or been written about, the young person can discover a great deal about that work. Even better, the boy or girl gets the human side of the picture, not a stereotyped job analysis.

Here is a book that helps the librarian to work with the teacher, counselor, or young patron in solving vocational problems. It is a good book for the shelf or display as well as for the librarian's own use.

Haebich, Kathryn, ed. Vocations in Fact and Fiction. American Library Assn., Chicago. 1953. 64p. $1.25.

Z673.A5 X428

JN 17665
A

.AS

AMERICAN LIBRARY ASSOCIATION

EXECUTIVE OFFICES: 50 EAST HURON STREET, CHICAGO 11

THE LIBRARY OF CONGRESS SERIAL RECORD

APR 14 1953

COPY

March 30, 1953

To Standing Order Subscribers:

The A.L.A. has published this month Vocations in Fact and Fiction, edited by Kathryn A. Haebich. Since this title does not fall in the class of publications specified in your standing order, it will not be sent to you automatically. We would like to tell you something about it.

The book is an invaluable "pre-counseling" tool for librarians, counselors, or others in guiding vocationally perplexed young people to recreational books that will illuminate particular fields of work in the confusing world of many jobs. It will lead young people to titles giving them an understanding (sometimes their first) of particular professions and occupations.

Vocations in Fact and Fiction is an index of more than 200 vocational subjects under which are annotated lists of books, predominantly non-fiction. Material ranges from fairly easy books (these are starred) for retarded readers to scholarly work for mature students. Also included are some excellent titles under the heading "Vocations (General) - Handicapped Person."

This is a title for which libraries will need circulation copies as well as one for the librarian's own use. For this is a book that young people themselves can use as a reference tool.

The book is 64 pages and priced at $1.25. If you wish to obtain the standing order discount, be sure to return the order form below within 30 days.

Very truly yours,

Earle R. Steinmetz

Earl R. Steinmetz
Sales & Advertising Manager

JN 17666
A

---------- Standing Order Form ----------

American Library Association
50 East Huron Street
Chicago 11, Illinois

Please send _____ copies of Vocations in Fact and Fiction, subject to [illegible] on the number of copies specified in my standing order with A.L.A.

Name _____

Address _____ No. of invoices needed _____

City & State _____ Discount good only till [illegible]

X- Z 673
.A5

AMERICAN LIBRARY ASSOCIATION
EXECUTIVE OFFICES: 50 EAST HURON STREET, CHICAGO 11

MEMORANDUM February 24, 1953

To: The Professional Staff

From: David H. Clift

Re: Committee appointments for year 1953-54

Miss Ludington has specifically asked for your help, and will you, therefore, within the next two weeks, please let me have your suggestions for membership on ALA committees for 1953-54 which can be passed on to Miss Ludington, chairman of the Committee on Committee Appointments.

I hope you will make suggestions, not only for the committees and boards with which you work closely, but also for other committees if you know or learn of people who are fitted for or might be interested in any particular committee, bearing in mind the Executive Board's desire to distribute the committee work among members.

Let me have your suggestions in duplicate on the attached form (more copies can be obtained from Mrs. Hornback), each committee on a separate sheet.

mlh
A

X-Z673.A5 #34

JN 17585

X- Z 673
.A5



AMERICAN LIBRARY ASSOCIATION

EXECUTIVE OFFICES: 50 EAST HURON STREET, CHICAGO 11

THE LIBRARY OF CONGRESS SERIAL RECORD
AUG 31 1953
Copy

August 20, 1953

To Presidents of State, Provincial and Regional
Library Associations

If you will refer to the copy of the ALA Constitution and Bylaws in the December, 1952, ALA Bulletin, I should like to go back over some of our action and report new Council action taken at the Los Angeles Conference.

On September 17, 1952, I wrote to the officers addressed above, stating that certain action would need to be taken in relation to the amendments to the ALA Bylaws, Article V (state, provincial and regional library associations to reapply for retention of their chapter status in the ALA); and the new figures which determine the number of ALA Councilors to which ALA Chapters are entitled, Article IV, Section 1(a). Later, it became apparent that the administration of the new Bylaw Article V would be difficult as set down in the Bylaws, and on December 11, 1952, I again wrote explaining that further Council consideration needed to be given to Article V and that further information on procedures to be followed would be sent to the ALA chapters as Council action was taken.

The Executive Board at its Midwinter meeting set up a Board subcommittee to consider the policy matters complicating the administration of Bylaw Article V and to advise the Committee on Constitution and Bylaws on those policies. It is hoped that the Subcommittee will be able to make recommendations to the Committee on Constitution and Bylaws for a revision of Article V, possibly at the Midwinter meeting scheduled for January 31-February 6, 1954.

At the Los Angeles Conference, the last sentence to Article V, Section 1, paragraph 1 of the Bylaws was stricken because it has not been feasible to hold to the requirement that chapters be redesignated within one year from the time the amendment was passed. Therefore the state, provincial, territorial and regional ALA chapters are still chapters and need not apply for redesignation until further notice. We shall keep you informed.

One thing to be noted however: Under Article IV, Section 1(a) of the Bylaws, "Each state, provincial, and territorial chapter shall be entitled to one councilor for each 300 American Library Association members or fraction thereof; each regional chapter shall be entitled to one councilor for each 600 ALA members or fraction thereof; ..." This ruling is now "working" and therefore those figures are the ones which determine the number of Councilors to which your group is entitled. We would appreciate receiving from you at your convenience the number of ALA members in your Association and the number of councilors to which it is now entitled, and how any differences should be ironed out.

Sincerely yours

David H. Clift

David H. Clift
Executive Secretary

mlh

JN 18036
A

X- Z 673
.A5

AMERICAN LIBRARY ASSOCIATION
EXECUTIVE OFFICES: 50 EAST HURON STREET, CHICAGO, 11

September 1, 1953

SEP - 8 1953

A SPECIAL MESSAGE TO LIBRARIANS

RE: COOPERATION IN NATIONAL NEWSPAPER WEEK, October 1 to 8

National Newspaper Week will be observed October 1 to 8 by the daily and weekly newspapers of the nation, under sponsorship of the Newspaper Association Managers, Inc. The theme is "Freedom of Information;" the slogan: "An informed press means an informed people."

Librarians may wish to consider these reasons for participating in the observance of National Newspaper Week:

1. The theme and slogan are closely related to the principles of the Library Bill of Rights, and the recently-adopted Freedom to Read statement, as well as those enunciated in President Eisenhower's letter to the ALA Annual Conference in Los Angeles.

2. Participation would provide an excellent opportunity for librarians to become better acquainted with the newspaper men of their communities so that there may result long-range mutual benefits.

ALA President Ludington has sent a letter (appended) at the national level, and the National Newspaper Week Committee has suggested to editors throughout the country that it would be well for them to make contact with local librarians for such cooperation as may be forthcoming.

For those librarians who wish to take the initiative and who see participation in National Newspaper Week as a good opportunity in their public relations endeavors, we are eager to make the following suggestions as to

WAYS IN WHICH YOU MIGHT COOPERATE:

1. Call your daily and weekly editors and tell them you would like to participate in the observance. They might be invited to meet with you to plan the events.

2. Ask the editors if they would wish to supply exhibit material and posters for your library. This exhibit would also include books and other materials relating to Freedom of the Press and to the growth and development of newspapers nationally and locally.

3. Your trustees might wish to hold a luncheon or open-house function with local newspapermen as guests. As a feature of the get-together, there might be a tour of the library with especial emphasis on the reference resources which could be of frequent assistance to editors and reporters.

4. Hold discussions based on films such as "The Story That Couldn't be Printed" (Teaching Film Custodians, Inc.) or on the Freedom to Read statement and similar documents. Invite editors to take part.

X-Z673.A5 #36

A (MORE)

X- Z 673
.A5

ASSOCIATION OF COLLEGE AND REFERENCE LIBRARIES
A Division of the American Library Association
50 East Huron Street, Chicago 11, Illinois

April 3, 1963

Dear Librarian:

The enclosed Junior College Libraries Section Newsletter is being sent to all junior college libraries regardless of membership because we want all junior college libraries and librarians to know about this one and the work of the section. If you have already received a copy as a section member please post it or pass it on to a friend. Pass the enclosed membership blanks along, too -- where you think they may be useful. The more we all pull together as part of the American Library Association, the more progress we'll all make with our daily work in our chosen profession.

ALA-ACRL membership is really a bargain. For as little as six dollars (rates ar scaled according to salary -- see enclosed schedule) you will receive:

The ALA BULLETIN (eleven issues of the vigorous new BULLETIN full of n of interesting news and comment).

COLLEGE AND RESEARCH LIBRARIES (every ACRL member is proud of h quarterly which is now better than ever -- more than 400 pages ths best professional reading for the college librarian).

The Newsletter and similar section communications (modest, and fun, too).

Counsel and advice on professional problems through ACRL co with headquarters and through the new system of ACRL e representatives which we expect will bring national close to every member's door.

Valuable material for your library through ACRL's D Exchange Union.

The satisfaction that comes daily as you us publications, professional procedures, fro a paying member of the organization that p and is now busy on other projects. It is that get furthest in the long run. It wi in Washington, who represents library int employee at ALA who works for better libr conditions, your agent who seeks foundati developments.

If this isn't enough to weigh down the credit side I'll tell you some of the other ways that ALA and

Yours

ATH:s
Enos.

Jn 17656
A

X- Z 673
.A5

LIBRARY OF CONGRESS SERIAL RECORD
SEP -8 1953

ASSOCIATION OF COLLEGE AND REFERENCE LIBRARIES
50 East Huron Street
Chicago 11, Illinois

MEMORANDUM

To: Voting Members of the ACRL Board of Directors August 27, 1953

From: Arthur T. Hamlin, Executive Secretary

Subject: The 1953-54 ACRL Budget as Adopted at Los Angeles; and other news notes.

The budget as officially passed totals $29,010.00 expenditure against estimated income of $22,360.00. The expenditures as listed are in excess of the recommended limit of $27,500.00 (given in the Financial Policy Statement prepared by the Executive Secretary and formally approved by the Board). Explanation should be made for the record and you may wish to amend the budget next February at Midwinter in line with some of the following points:

(1) The budget provides C&RL subvention of $3,000.00 and also for a new publications officer salary of $5,000.00. Since this person will take over production duties which formerly cost C&RL $950.00, subvention should be reduced to approximately $2,000.00. (Once the person is on the job and bringing in advertising, subvention might be reduced to $1,000.00).

(2) The salary of $5,000.00 should be reduced to approximately $4,000.00 for the current year because there is no prospect of filling the position before November 1st. Only within the past few days have we received clearance to fill the position from the chairman of the Administrative Committee of the Classification and Pay Plan for ALA Headquarters.

(3) The ALA committee (above) ruled that the clerical position authorized should be G-3 ($2,500). If the ALA officer who handles employment cannot fill it at that rate, we can get authority to fill it with a step increase (probably $2,736). Since the employment officer is extremely dubious of her ability to attract candidates at the G-3 level, it is obvious this position will not be filled by the 1st of October and probably not filled for a long time after that.

These three factors alone reduce the total expenditure by at least $2,500.00. This would reduce the total budgeted expenditure to $26,500.00.

Two other factors cannot be reflected in the budget but should be borne in mind:

1. Past practice has been for nearly 10% of our budgeted funds to revert as unspent at the end of the year.

2. Our estimates of income for budget purposes are by tradition conservative and in my experience have always been exceeded. If we do not take on additional expenses, it is my best jusgment that the deficit for the

X-Z673.5
.A5
#38

X- Z 673
.A5

JHK LIBRARY OF ECONOMICS SERIAL RECORD
SEP - 8 1953
RECV

THE ASSOCIATION OF COLLEGE AND REFERENCE LIBRARIES
A Division of the American Library Association

50 East Huron St.
Chicago 11, Illinois

August 27, 1953

NOTICE OF POSITION VACANCY
(Immediately available)

Title: ACRL Publications Officer.

Annual Salary: $4,909.00 initially, rising to $5,749.00 in four annual increments (5 day, 35 hour week, month vacation, full rights and privileges of ALA professional staff).

Minimum professional qualifications: College degree plus graduation from an accredited library school; experience or training in publishing; six years experience in college or reference library work or in publishing; familiarity with college library organization, procedures and policies; ability to style manuscript for a printer; sense of organization and leadership. Desirable but not required are a modest record of contributions to professional journals, evidence of business judgment, and experience in advertising.

Personal qualifications: Character is assumed. A good health record is important. Tact and personality are highly desirable for Association representation. Otherwise the same general qualities are sought which promote good working relationships and healthy cooperative spirit in any staff.

Duties: The Publications Officer will be under the general supervision of the ACRL Executive Secretary and take general responsibility for all headquarters operations which involve production, distribution, financing and program planning of ACRL publications (College and Research Libraries, ACRL Monographs and the new ACRL Microprint Series).

For C&RL this involves styling the manusoript and all other steps (except proofreading) which come after editorial acceptance and revision of manuscripts, but prior to actual manufacture and mailing of the issue by the printer. Also involved are advertising and subscription promotion, planning economies in printing and distribution, and correspondence about individual distribution problems. It is expected that a moderate amount of time will be devoted to long-range planning (typical possible topics: substitution of a bi-monthly for a quarterly journal, wholesale distribution to librarians in other countries, drastic format changes).

Duties of a similar nature are required for the ACRL Monograph Series. No advertising is involved and production is presently being handled by Mr. Maxfield. Principal responsibilities at this time are, therefore, distribution and promotion.

Any headquarters responsibilities for the new ACRL Microprint Series will likewise be assigned to the Publications Officer. Editorial revision of section newsletters is an additional minor responsibility.

A

X-2 617
.A5

ALA American Heritage Project
50 E. Huron St., Chicago 11, Ill.

USE THIS CHECKLIST AS AN ORDER FORM

AMERICAN HERITAGE PROJECT
CHECKLIST OF MATERIALS
August 1953

THE LIBRARY OF CONGRESS
SERIAL RECORD
AUG 3 1953
Copy

GENERAL

American Heritage Project - Areas Selected for 1953-4
American Heritage Project - Regulations (Partial Participating Libraries)
American Heritage Project - Regulations (Participating Libraries)
Annual Report 1951-2; 1952-3
Bangsberg, Harry G., Achieving Leadership Objectives Reprint from Newsletter, March 1952 3p.
Blakely, Robert J., Threat to Books, an address before ALA July 4, 1952 16 p.
Checklist of Materials
Dooley, R. E. and Goshkin, Ida, Talking Together, A Guide for Discussion Leaders 24 p.
Guide for Discussion Group Members
Leaflet on ALA'S American Heritage Project
Letterhead (8½ x 11) inches
Lewsletters (Back Issues)
Northwestern Reviewing Stand. How Can the American Heritage Survive Feb. 3, 1952
Planning Your Program (revised June 1953)
Poster (15 x 20) inches
Selecting Your Discussion Leader

BIBLIOGRAPHIES

American Foreign Policy: A suggested list of pamphlets 3 p.
Principles and Techniques of Discussion
Recent Book Materials, April 1953
Sources of Pamphlets and Audio-Visual Materials 3 p.

FILM MATERIAL

Film Instruction Sheet for Libraries Using Film in AHP
Films Suggested for American Heritage Discussion
Selecting Films for Discussion Groups, Kansas State College Film Sheet

PROGRAMS

The American Character: New York Public Library (2nd Year Program)
Area Programs, 1951-2 (Athens, Georgia; Denver; LaCrosse, Wisconsin; Los Angeles County; New York City; Vermont)
Introduction to Propaganda Analysis
Labor-Management Relations in the American Scene 4p.
Our American Heritage (General Federation Clubwoman program on Commager and Johnson)
Some Typical American Heritage Programs 1952-3
Suggested Basic Reading List (Annoted Short Series)
Suggested Basic Reading List (N.Y.P.L. List - 1st year program)

X-2 617.A5 #40

X- Z 673
.A5

THE LIBRARY OF CONGRESS RECORD
AUG 3 1953
Copy

AMERICAN HERITAGE PROJECT - AREAS SELECTED FOR MAJOR GRANTS FOR 1953-54.

ALABAMA - STATEWIDE PROGRAM. Continuation.
Mrs. Lois Rainer Green, State Public Library Services Division, Montgomery, Ala.

CALIFORNIA - LOS ANGELES COUNTY. Continuation.
John D. Henderson, Los Angeles County Public Library, Los Angeles, Calif.

COLORADO - DENVER. Continuation.
John T. Eastlick, Denver Public Library, Denver, Colorado.
STATEWIDE. Continuation and Expansion
Gordon L. Bennett, Colorado State Library, Denver, Colorado.

CONNECTICUT - STATEWIDE. New.
Miss Helen A. Ridgway, Bureau of Libraries, Dept. of Ed., Hartford, Conn.

GEORGIA - ATHENS REGIONAL LIBRARY. Continuation.
Miss Sarah E. Maret, Athens Regional Library, Athens, Georgia.
STATEWIDE. Continuation.
Miss Lucile Nix, Pub. Lib. Service, State Dept. of Ed., Atlanta, Ga.

MISSISSIPPI - STATEWIDE. Continuation.
Mrs. Eunice A. Eley, State Library Commission, Jackson, Miss.

MISSOURI - STATEWIDE. Continuation.
Paxton P. Price, State Library, Jefferson City, Mo.

NEW JERSEY - STATEWIDE. New.
Roger H. McDonough, Division of State Library, State Department of Education, Trenton, N. J.

NEW YORK - NEW YORK PUBLIC LIBRARY, N.Y.C. Continuation.
John M. Cory, New York Public Library, New York, N. Y.
REGIONAL LIBRARY SERVICE CENTER, Watertown. New.
Roland C. Willcox, Regional Library Service Center, Watertown, N.Y.

NORTH CAROLINA - STATEWIDE. Continuation.
Miss Elizabeth House, State Library Commission, Raleigh, N.C.

VERMONT - STATEWIDE. Continuation.
Miss Dorothy Randolph, State Free Pub. Lib. Comm., Montpelier, Vt.

WASHINGTON - STATEWIDE. New.
Miss Maryan E. Reynolds, Washington State Library, Olympia, Wash.

WISCONSIN - STATEWIDE. Continuation.
Walter S. Botsford, State Free Library Commission, Madison, Wis.

X-Z673.A5 #41

JN 18035
A

X- Z 673
.A5

AIA American Heritage Project
50 East Huron Street, Chicago 11, Ill.

THE LIBRARY OF
FILM INSTRUCTIONS SHEET
SERIAL RECORD
AUG 3 1953
Copy

USE OF FILMS FROM THE LENDING SERVICE OF AIA AMERICAN HERITAGE PROJECT

FILM LENDING SERVICE

has been established to supplement the film deposit collections in Project demonstration areas, and to supply films for all other American Heritage groups.

Most of the films available through this service are the outright property of the AIA American Heritage Project; a few, however, are leased on terms limiting use in very precise ways. A sheet attached to this memorandum quotes from the terms of the lease contracts that were signed by the Project Office. Use of these films in local groups are regulated by these contract terms.

All films borrowed from AIA American Heritage Project Office may be used in the discussion groups of the Project and may be taken to other groups in the community for showing as part of a talk or demonstration of the Project.

FILM BOOKING ROUTINES

1. "Film Loan Request" cards are the only proper form to be used in requesting film bookings. Quantities of these cards are available from the Chicago Office. Please submit separate card for each use of a film requested.

2. "Film Loan Request" cards should be mailed in as far in advance of the showing as possible. Request each film as soon as the film showing date and place have been selected.

3. At least one week is needed to send films by express from Chicago to [illegible] areas in the United States. Emergency calls for film, allowing only three days for mailing film, put a great strain on the Shipping Office [illegible] AIA and are extremely expensive. Careful planning of film program will limit the number of such emergency calls. Since the Film Lending Service has only two or three prints of each film title listed, If booking is done only one month in advance, give a choice of dates or of titles.

4. A Film Confirmation Record will be sent to you as soon as film is booked.

5. Films will be send to you by express prepaid.

FILM RETURN

1. After film showing, rewind film on original reel, replace in film [illegible] the completed Film Statistic card, and prepare for immediate return to American Heritage Project office.

A

X- Z 673
.A5

ALA American Heritage Project
50 E. Huron St., Chicago 11, Ill.

THE LIBRARY OF CONGRESS
SERIAL RECORD
AUG 28 1953
Copy

REPORTING PROCEDURES

for

AMERICAN HERITAGE PROGRAMS 1953-54

Information on the organization and progress of Local American Heritage Project programs is essential to the Chicago Office, both in providing service to local groups and in evaluating the national program. Sample report forms are sent to each area formally participating in the program. The director of each program will order from the Chicago Office the exact number of report forms needed. Ask for extra copies of forms for duplicate record as needed.

"FIRST" RECORDS

Group Organization Report

As soon as the local American Heritage program has been organized, send to the Chicago Office this record of the groups and their location, leaders, enrollment, meeting date plans and nature of the program.

Individual Group Programs

A copy of the programs (dates, films, reading selections) for each American Heritage group should be sent to the Chicago Office as soon as they have been drawn up. Radical changes later in the program should be reported. Any summary of group programs at the end of the year are welcome.

Book and Pamphlet Purchases

A record of all quantity book and pamphlet purchases for use in American Heritage groups should be sent to the Chicago Office as soon as the purchasing process is complete. Author, title, publisher, edition, and price are requested for each title.

Film Purchases

A record of any film titles purchased to supplement those used from the American Heritage Project deposit should be sent to the Chicago Office. Title, producer, date, length, and price are requested.

Group Member Questionnaire

This white card questionnaire is to be filled out by every participant at his first session of the American Heritage group. After the second session, the cards will be forwarded to the Chicago Office. Please make your own record of this information, but send on the original questionnaires for use in evaluating the national program.

REGULAR REPORTS

Area Director's Monthly Report

Each month the program director will send a statistical report on individual group meeting attendance, and comments on particular groups or the program as a whole. On the reverse of this report form, please list not only local program presentations but also any anecdote or comment

X-Z673.A43 #3

X-Z673.A5
#44
JAN 11 1954

ALA American Heritage Project
50 E. Huron St., Chicago 11, Illinois

COST ANALYSIS FOR MAJOR GRANT PROGRAMS UNDER AMERICAN HERITAGE PROJECT

1953 - 53

AREA	TOTAL BUDGET 1952-53	AHP GRANT 1952-53	PERCENT OF AHP FUNDS IN TOTAL BUDGET	NO. OF GROUPS 1952-53	TOTAL EXPENSE PER GROUP	AHP FUNDS PER GROUP	AHP GRANT 1951-52
Alabama		(10,000)		(28)			(6,856)
Athens, Ga.	3,342.87	2,962.87 (3,900)	88%	5	668.56	592.56	5,850
Georgia	13,294.30	10,000.00 (10,000)	75%	27	492.48	370.37	
Colorado	11,611.92	9,200.58 (10,000)	79%	12	967.66	766.71	
Denver, Colo.	10,759.03	6,609.03 (6,667)	61%	9	1,195.44	734.33	10,000
Los Angeles Co.	5,299.01	5,000.00 (5,000)	94%	18	293.27	277.77	7,500
Mississippi	9,204.62	8,809.62 (10,000)	95%	25	368.18	352.39	2,929
Missouri	14,806.74	9,693.94 (10,000)	65%	18	822.59	538.55	
North Carolina	12,790.65	10,000.00 (10,000)	78%	24	532.94	416.66	
New York Pub.Lib.	24,322.25	12,667.00 (13,667)	52%	17	1,371.89	745.11	20,500
Vermont	9,749.99	5,000.00 (5,000)	51%	20	487.89	250.00	7,500
La Crosse, Wisc.	1,828.66	1,828.66 (2,667)	100%	6	304.77	304.77	4,000
Wisconsin	10,323.19	7,923.19 (10,000)	76%	21	491.59	377.29	

Average Cost per group -- $630.31

Average AHP Cost per group -- $345.02

JN 18303

X- Z 673
.A5

E
.A5

ALA American Heritage Project
50 East Huron Street
Chicago 11, Illinois

THE LIBRARY OF CONGRESS
SERIAL RECORD
APR 3 - 1953
BOOK

BACK-TALK!
(with apologies to Holloday House)

Because you have been directly involved in sponsoring an experimental program of discussion groups for young people, your opinions will be of great value to the Project Office in future planning. If your relation to the program was indirect or too remote for you to answer some questions specifically, just circle those numbers and answer the others. Please be frank! You may sign your contributions or submit them unsigned - as you prefer - as we are not interested in evaluating you individually nor your library, but only the strength and weakness of It's Our America as a program. Use reverse side for additional reactions or suggestions on these points or comments you wish to add.

1. Have you ever been responsible for a similar project or group activity? Yes__ No__

2. Have you participated in but not been responsible for a similar program? Yes__ No__

3. Did you personally enjoy your experience with It's Our America?
Greatly ___ Some ___ A Little ___ Not at all ___

4. Do you think you gained professionally? Greatly__ Some__ A little__ Not at all__

5. Did your library-branch or department gain? Greatly__ Some__ A little__ Not at all__

6. How thoroughly do you feel community contacts were made in your community?
Exhausted? ___ Thoroughly explored? ___ Superficially? ___ Ignored? ___

7. What is your estimate of the reaction of the young people generally in your community? Enthusiastic? __ Mildly interested? __ Bored, disinterested? __

8. What did you consider of most value in the project?

9. What did you think was the greatest weakness of the project?

10. What did you consider the greatest difficulty you encountered in connection with the project?

11. What changes would you suggest in promotion, methods, in books or films, leadership, or other aspects of the program?

X- Z 673
AS

AMERICAN LIBRARY ASSOCIATION
EXECUTIVE OFFICES: 50 EAST HURON STREET, CHICAGO 11

APR 14 1953

American Heritage Project

April, 1953

RECENT BOOK MATERIALS

Suggested for American Heritage Discussion Groups

These recent books have been published since March, 1952, and supplement the list prepared by the Materials Office of the ALA American Heritage Project at that time.

The books listed for discussion have been selected for their ability to provide rich content and stimulating focus on important issues in American democratic society. They are grouped in two sections: those books which might provide a good basis for a series of discussion on varied topics, and those which would provide good material for one or two discussions.

Supplementary books have been selected for their help as background reading. They are intended to offer good factual material or opinion statements to supplement a briefer, more usable common reading on the same subject. Leaders may find these supplementary books of particular value, although some group members may wish to read things in addition to the basic common reading done by all group members.

BOOKS PROVIDING A GOOD BASIS FOR A SERIES OF DISCUSSIONS

Bishop, Hillman M. and Samuel Hendel, editors.
Basic Issues of American Democracy: A Book of Readings; Second Edition.
Appleton-Century-Crofts, 1951. $2.25

An anthology of selections from outstanding writers on issues of great importance, this draws upon the thinking of men like James Madison, DeTocqueville, Charles Beard, Sidney Hook, Benjamin Cardozo, Friedrich Hayek. An important feature of this anthology, with materials grouped around major controversies, is the use of two or three differing points of view on each issue. Major issues included are: Communism's challenge to Democracy; majority rule and minority rights; constitutional powers; the limits of free speech; judicial review; centralization and decentralization; public opinion and the role of political parties; pressure groups; government planning and the economy; U. S. foreign policy. A valuable basic collection for a series of discussions.

X- Z 673
.A5

AMERICAN LIBRARY ASSOCIATION
EXECUTIVE OFFICES: 50 EAST HURON STREET, CHICAGO 11

April 2, 1953

THE LIBRARY OF CONGRESS SERIAL RECORD
APR 14 1953
COPY

REVISED AGENDA FOR:

American Heritage Project
SUPERVISORS' CONFERENCE
Monday, April 20 - Thursday, April 23, 1953
at the Palmer House, Chicago

Your comments have been the basis for revision and time allottments for the problems that require discussion. Within this general framework we will hope to develop this work conference with flexibility as our needs may indicate. Panel members, drawn primarily from area supervisory staff, will frequently initiate discussion.

Monday, April 20 — 1:00 P.M. - 4:30 P.M. — Room 5, Third Floor

1 P.M. — Orientation for the Conference and Summary of this year's program. — Jack B. Spear

Greetings from Mrs. Grace Stevenson

2 P.M. — Exploratory Panel on Administrative Problems
Four area supervisors acting as panel members will briefly raise problems on organization and administration to be considered throughout the conference week. Entire group will add to list of problems, and determine their best allocation within the framework of the conference sessions as planned.

3 P.M. — Discussion of some of the administrative problems

Tuesday, April 21 — 9:00 A.M. - 12 noon — Room 5, Third Floor

9-10:30 — IT'S OUR AMERICA: Let's Hear About It.
This year's experience, a report from the field, and its implications for future planning.

10:45 -12 — IT'S OUR AMERICA: Let's Talk About It.
Discussion of the problems involved in the next year's expansion: selection of areas for young people's groups, integrating young people's program with the adult program, involving young people in program planning for their groups, possible variations in program materials.

X- Z 673
.A5

AMERICAN LIBRARY ASSOCIATION
EXECUTIVE OFFICES: 50 EAST HURON STREET, CHICAGO 11

February 24, 1953

MEMORANDUM TO: American Heritage "Counsellors" and Leaders

The April Issue of the AHP Newsletter will be devoted to the counselling aspect of the program. I enlose a brief summary of the comments made at the AIA Midwinter Conference meetings, at which time the group of counsellors proposed that I send you a few questions on which to get comments from you. These comments will be the bases for quotation in the April Newsletter, and will guide the content of the issue in general.

Here are some questions on which I think your comments will be helpful:

1.) Check the items below that have been part of your job as a leader, and make any comment you care to on each:

(a) Conducting the discussions

(b) Recruiting group members

(c) Preparing publicity

(d) Planning the program and selecting books and films

(e) Keeping attendance records

(f) Evaluating discussions

A

X-Z673.A5
#446

X- Z 673
.A5

THE LIBRARY OF CONGRESS SERIAL RECORD
SEP 16 1953
Copy

A FACT SHEET ON

ALA AMERICAN HERITAGE PROJECT

Fall 1953

Points of Interest in the Development of the American Heritage Project:

Spread of the Project: This year there will be 16 major grant areas. In addition to the 13 major grant areas last year, we touched 18 other states with the participating library program. Over 500 leaders have been trained since the beginning of the Project two years ago. There were 117 groups and 2439 participants in 1951-52, and 292 groups and 2867 participants in 1952-53.

The Program: A flexible program, with groups and leaders sharing in the planning, is the core of the American Heritage Project. Lists of suggested materials, typical programs, and advice on how to plan a program are available. The discussion technique is presented in Dooley and Goshkin's Talking Together, available free to public libraries.

The Young Adult Program: A program designed for out-of-school young people, with a special reading and film selection based primarily on fiction and biography reading and social problem films. Expansion to include Indianapolis, Albuquerque, a New Hampshire Regional, Denver, Georgia, and Wisconsin is planned for 1953-54.

Budget 1953-54: $200,000

Major Grant Areas 1953-54: ALABAMA; CALIFORNIA, Los Angeles County; COLORADO-statewide and Denver; CONNECTICUT; GEORGIA-statewide and Athens; MISSISSIPPI; MISSOURI; NEW JERSEY; NEW YORK - New York Public Library, and The Regional Library Service Center at Watertown; NORTH CAROLINA; VERMONT; WASHINGTON; WISCONSIN.

Participating Libraries Program: Individual libraries outside major grant areas may apply for guidance, and for financial assistance in purchasing materials for an American Heritage discussion group.

This past year some 40 groups were conducted on this basis, and an expansion of this program in 1953-54 is planned.

Staff of the American Heritage Project, Fall 1953:

Margaret E. Monroe, Director
R. E. Dooley, Training Director
Leonard Freedman, Leader Training Assistant
Hannah Hunt, Assistant in Charge of Young Adult Program
Patricia Kenny, Assistant in Charge of Program Planning

JN 18061
A

X-Z673.A5 #49

X- Z 673
.A5

THE LIBRARY OF CONGRESS
SERIAL RECORD
SEP 16 1953
Copy

ALA American Heritage Project
50 E. Huron Street
Chicago, Illinois

September 1, 1953

MEMORANDUM: Re Young Adult Program, It's Our America

As It's Our America approaches its second year of operations, some sharpening of objectives and policies has resulted from an interchange of correspondence between the Fund for Adult Education and the American Library Association.

A recent letter from Miss Martha C Howard, Secretary, contained the following statement:

> "The Fund stipulates in connection with the Young People's Program initiated last year as a part of the project, that the participants be limited to those young adults who have left school. You will realize, I am sure, that such a provision is required by the terms of our charter as well as by the definition of our program which has been formulated by our Board of Directors. The purpose of the fund is stated in the charter as 'to foster, encourage, and improve adult education and the education of persons whose formal education has ended'."

Mrs. Grace Stevenson replied that to further clarify this program it would be re-named the Young Adult Program of the American Heritage Project, which will emphasize the continued concern for out-of-school youth. The age range of 17 to [illegible] years will insure a group of young adults beginning to assume adult status in the community. The importance of securing the interest of this group as they complete their high school education, and of providing them with a truly adult educational experience, cannot be overemphasized. To secure the interest of this group as they complete their high school education it will no doubt be desirable to include a few who are in their last year of high school, or young people who though less than 17 have left school as a part of the group.

Therefore, requests for young adult projects can be granted only to those libraries who are in accord with this emphasis on the out-of-school youth and agree to comply with it in their local program. It's Our America offers the public library a real opportunity to involve this age group in the adult education activities of the library and thereby to develop their awareness of the privileges and responsibilities we have as American citizens.

If your plans for the American Heritage program you hope to launch this fall are in line with these objectives and you care to have our assistance, will you let us know as soon as possible?

JN 18074
A

X- L 673
.A5

THE LIBRARY OF CONGRESS
SERIAL RECORD
SEP 16 '53
Copy

MEMORANDUM

TO: Leader Trainers and Counsellors

FROM: R. E. Dooley

RE: Conference of Leader Training and Counselling Staff of ALA American Heritage Project, September 12 and 13, Hotel Roosevelt, New York City.

The following thoughts on our conference are here listed to start your consideration of these problems. Please note that the last paragraph on this outline is a request for action.

The grant from the Fund for Adult Education is for the purpose of developing a "continuing program through public libraries of adult community discussion of the American Heritage and its contemporary application." Stated somewhat differently, its purpose is "to assist libraries in providing opportunities for adults to meet together regularly and discuss the problems of today in the light of the basic documents, ideas and experiences which constitute our American Heritage."

Some implications are:

The leaders we train are to work with discussion groups, not forums, symposiums or lectures (except by way of experiment).

Our members are adults. The Project is concerned with "out of school adults" from the age of seventeen and up.

This is not a "package program"; a wide choice of topics and materials is available; assistance in the selection is given to group and leader by Project Staff and leader trainers.

The primary purpose of our New York conference will be to consider:

(a) Leadership training in terms of -

1. Interpersonal relations
2. Systematic thinking
3. Program planning

(b) Any distinctive methodology as exemplified by the various leader trainers and counsellors.

(c) Problems of counselling.

(d) The clinics - as continuation of training - as distinct from training.

(e) Evaluation.

(f) The annual get-together, the retreads.

A

X-253-A5 #5

X- Z 673
.A5

AMERICAN LIBRARY ASSOCIATION
50 East Huron Street, Chicago 11, Illinois

FOR IMMEDIATE RELEASE

THE LIBRARY OF CONGRESS
SERIAL RECORD
SEP 17 1953

A meeting of librarians newly involved in the American Library Association's nation-wide American Heritage Project will be held at the Hotel Roosevelt, New York, September 14 and 15, for orientation in the program of adult community discussion on the American Heritage and its contemporary application.

This is the third year of the expanding project which is made possible by a grant from the Fund for Adult Education, an independent organization established by the Ford Foundation.

Presiding will be Margaret E. Monroe, project director, who formerly served for five years in the New York Public Library where she supervised discussion group programs.

Miss Monroe announced that in the 1953-54 year of the project there will be 16 major grant areas including statewide programs in Alabama, Colorado, Connecticut, Georgia, Mississippi, Missouri, New Jersey, North Carolina, Vermont, Washington and Wisconsin; as well as in Athens (Ga.), Denver, Los Angeles County, New York City, and The Regional Library Service Center at Watertown, N. Y.

More than 500 discussion leaders have been trained since the beginning of the project two years ago; there were 117 groups and 2,439 participants in 1951-2, and 292 groups and 5,867 participants in 1952-53. Additionally, according to Miss Monroe, individual libraries outside the major grant areas may apply for guidance and for financial assistance to conduct American Heritage discussion groups. In the last year, some 40 groups were conducted on this basis.

The orientation meeting agenda covers a survey of administrative problems, plans and procedures in leadership training, showings of films considered applicable to the groups, discussion of books, consideration of evaluation, and public relations

(MORE)

X-2673.A5
#52

A

X- Z 673
.A5

AMERICAN LIBRARY ASSOCIATION

50 East Huron Street, Chicago 11, Illinois

THE LIBRARY OF CONGRESS
SERIAL RECORD
SEP 16 1953
Copy

FOR IMMEDIATE RELEASE

Completion of the staff of the American Library Association American Heritage Project for its third year was announced today by David H. Clift, ALA Executive Secretary at headquarters in Chicago.

Leonard Freedman, who served as Los Angeles Area Coordinator in the project last year, has been appointed Leadership Training Assistant. Patricia Kenny, librarian of the Stapleton Branch of the New York Public Library, has been appointed Assistant in Charge of Program Planning. R. E. Dooley continues as a member of the project staff and assumes the position of Director of Training. Hannah Hunt continues as Young Adult Specialist.

Margaret E. Monroe, of New York, who is Director of the project, announced that the state of Washington has been approved as one of the major grant areas for 1953-54, under the supervision of Maryan E. Reynolds, state librarian. The three other new areas for the year are Connecticut and New Jersey (statewide projects) and the Watertown Region in northern New York. The other areas in the project, making a total of sixteen are: Alabama, Mississippi, Missouri, Colorado, Georgia, North Carolina, Vermont, Wisconsin (statewide); and Los Angeles County, Denver, Athens (Ga.) and New York City.

The project is a continuing program, through public libraries, of adult community discussion on the American Heritage and its contemporary application. It is made possible by a grant from the Fund for Adult Education, an independent organization established by the Ford Foundation.

Mr. Freedman, before joining the project in September, 1952, had been teaching courses in American government and political institutions, while carrying

(MORE)

X-Z673.A5
#53

A

evaluating children's books of today. An invaluable book selection guide for all who have an interest in children's reading. 1953. $4.50

Rich the Treasure; Public Library Service to Children traces the early beginnings of children's librarianship and points to new vistas of service by the children's librarian to the citizens of tomorrow. 1953.

An Ample Field; Books and Young People is an engaging book about young people's reading, informally written with practical suggestions for bringing young people and books together. 1950. $3.00

Activity Book for School Libraries (1938) and Activity Book Number 2 (1945) by Lucile Fargo, each $2.50, offer ideas for Book Week programs, exhibits, games, stunts, plays, and other enterprises.

Anniversaries and Holidays is exceedingly helpful in planning programs, entertainments, plays, and other Book Week activities. 1944. $6.00

- - - - - - - - - - - - - - -

Other materials for BOOK WEEK observance may be obtained from the Children's Book Council, 50 W. 53rd, New York 19, N.Y.

X- Z 673 .A5

X-Z673.A #54

THE LIBRARY OF CONGRESS SERIAL RECORD SEP 16 1953 Copy

BOOK WEEK-1953

- - - - - - - - - - - - - - -

"READING IS FUN" is again the theme of BOOK WEEK - November 15 to 21, 1953.

Books and audio-visual materials produced by the American Library Association which may be useful in your BOOK WEEK activities are briefly described in this leaflet. Look in your A.L.A. Books and Pamphlets, 1953 for complete annotations.

Parents will find the items starred (*) excellent guides to wise gift buying.

- - - - - - - - - - - - - - -

Other materials for BOOK WEEK observance may be obtained from the Children's Book Council, 50 West 53rd Street, New York 19, N.Y.

- - - - - - - - - - - - - - -

X- 7 673
.A5

SEP - 8

ASSOCIATION OF COLLEGE AND REFERENCE LIBRARIES
A Division of the American Library Association
50 East Huron Street
Chicago 11, Illinois

Statement on the Distribution of College and Research Libraries to ACRL Members

---

The Association's official journal, College and Research Libraries, is distributed to ACRL members who pay A.L.A. dues of $6.00 or more, to subscribers ($4.00 a year), and on special order for single copies ($1.25 each; $1.00 each when ordered in lots of 5 or more). A few copies also go to advertisers, contributors, ALA officers, on exchange, etc.

The number of copies to be printed is determined on the basis of all these needs and a generous safety factor. The January and April press runs were 5,900 copies, an increase of 600 over October 1952. At the first of this year we had 4,291 members in the $6.00 or above category and 497 subcriptions. Until this date we have been sending all 1953 issues to new 1953 ACRL members as well as to 1952 members whom we expected to renew memberships. The July press run was increased to 6,100.

We now have in stock only a score of January 1953 issues and approximately one hundred of April. These are, therefore, being held for subscription and single copy sales. Only the July 1953 (and later issues) will go to new ACRL members whose memberships are processed after this date.

All members will eventually receive four issues of the quarterly as the January and April issues are supplied to members of the previous year. Any member on whom this ruling works a particular hardship should write to the ACRL office and a copy of the required issue will be sent if there is one in the building.

-Arthur T. Hamlin
Executive Secretary

X Z 673
.A5

College Libraries Section
Association of College and Reference Libraries
A Division of the American Library Association

APR 14 1953

~~April 1953~~

It is planned to continue the small study group type of program which has proved so successful at the recent conferences. The program is built around the theme "Setting Standards for the College Library". The aspects of college libraries indicated below will be explored by one study group. A leader will direct the discussion, and salient points developed by participants will be taken down by a recorder. These facts will be succinctly reported at a general session of all the study groups.

Meetings of study groups will be held on Tuesday, June 23, in the morning and afternoon at the University of Southern California campus. (The ACRL General Session will also be held there that evening.) The College Section general session will be held on Thursday evening, June 25, at nine o'clock in either the Statler or the Biltmore after the library school dinners.

First choice will be given to those who sign up for a group in advance, provided they appear at the University of Southern California ten minutes before the announced meeting time. Facilities will be provided for registration at the Los Angeles Conference Headquarters on Monday. We will have a book for this purpose at the ACRL desk in the Biltmore, and members may sign there for the Tuesday discussion groups.

It would help all of us a great deal if you would indicate the study group of your preference on the form at the bottom of the next page and send it in promptly.

Edwin T. Coman, Jr., Chairman,
Program Committee.

Study Group I. Standards for the Budget

How does one arrive at the budget? How to sell the budget to the administration.
A rule of thumb as to the breakdown of the budget among various activities of the library, e.g., personnel, books, periodicals, binding, supplies and expense, equipment and facilities.
Is the ALA personnel and pay plan realistic when applied to the small college and under present conditions?
Should the library operate on a long-range equipment purchase program?
Breakdown of the book budget -- classification and apportionment of budget according to departmental needs.

Study Group II. Standards of Service to Outsiders

Who are the outsiders who should legitimately expect service? What form should this service take -- use of the reference collection and library materials in the library? Borrowing of books and periodicals? Reference and bibliographic services?
How much does this service interfere with normal library functions?
Cost of service to outsiders and how is it to be covered? By a flat fee? On a service basis?
Collateral receipts from outsiders; gifts to the library; scholarships; contributions to endowment funds.

#56

X- Z 673
.A5

JUNIOR COLLEGE LIBRARIES SECTION NEWSLETTER
Association of College and Reference Libraries
American Library Association

March, 1953

Prepared by Ruth E. Scarborough, Chairman

HELP! HELP NEEDED! HELP WANTED!

You can really help in a nationwide project if you will take a bit of your time to do so. Read the following and see what you can do!

The topic of discussion for our Junior College Libraries Section Meeting, Thursday, June 25, 1953, in Los Angeles, is "Standards for Junior College Libraries." Mr. L. Herman Smith, Librarian, Pasadena City College, Pasadena, California, will be chairman of the panel. There will be librarians from the East, West, South, and North on the panel to consider standards for various kinds of libraries, small and large, public and private, liberal arts and technical. Some of the topics under consideration will be: personnel; budget; materials of instruction, including book collection, periodicals, newspapers, pamphlets, audio visual materials; housing, including seating capacity, lighting, rooms, physical features and service.

LIBRARY OF CONGRESS
GENERAL ACCESSIONS
APR 14 1953
COPY

NOW, WHERE DO YOU COME IN?

1. Plan now to attend the Los Angeles meeting.
2. Begin now to consider how standards in your state should be raised, strengthened, and further defined.
3. Confer with your fellow junior college librarians at the earliest possible moment, and then write your opinion and suggestions to Mr. Smith. You know your library and your state set-up better than any out-of-staters, so it is up to you to dig in and come up with something worthwhile.
4. Contact your state chairman if he hasn't contacted you first and get things moving. There isn't much time before June 25.

Since this discussion is to be on a national basis, the opinions of each junior college librarian are of utmost importance. Each junior college librarian, from Maine to Florida to California to Washington, is requested and urged to consider this subject seriously and to send to Mr. Smith his suggestions and constructive criticisms. The final recommendations made at the meeting will be published in the JCLS NEWSLETTER and we will try to have it published in COLLEGE AND RESEARCH LIBRARIES, so that it will be available to a wider group of librarians.

LOS ANGELES LIMITED!

How many of our membership plan to combine a vacation with a trip to California for the Los Angeles ALA meeting? You have probably read in the ALA BULLETIN, January, 1953, that there is to be a special train to take people from Chicago to Los Angeles and return, taking in some of the high spots of our country on the way. Have you made your reservation yet?

#657

X Z 673
.A5

AIA American Heritage Project,
50 East Huron Street,
Chicago 11, Illinois.

THE LIBRARY OF CONGRESS
SERIAL RECORD
FEB 27 1953
COPY

A LEADER'S GUIDE TO

Gerald W. Johnson: The Making of a Southern Industrialist

It has been common practice to debunk any constructive accomplishments of the textile barons of our early industrialization period. Johnson is trying here to evaluate the contribution which men like Simpson Bobo Tanner did make to the South during the post Civil War reconstruction period.

Individual Enterprise -- One man's answer to a depression

> "Yet if the school boy happens to live in North Carolina, or anywhere in the South, his life is different from what it would have been without the Tanners ... (p.3)"
>
> "..the spirit in which he went about making a career .. may be copied by any other man .. (p.18)"

In what way did Tanner's enterprise change the community and the people of Rutherford County, North Carolina? What was the spirit Tanner had? Would Tanner's answer to economic depression be effective today?

Tanner felt that education would lead to business success (p.23). Is this true today? If Tanner was living in your community today would you consider him a success?

Is Tanner's type of salesmanship still effective today? Compare to methods of store clerks, travelling salesmen, radio, television and magazine advertising. ...("not oversell"(p.29), sense of service (p.33), knowledge of customer (pp. 22 and 63).

Social Conditions

> "They were called textile barons, and the title was appropriate, for like the barons of feudal times they not only owned, they ruled." (p. 73)
>
> "All that is necessary to make it monstrous is to omit all description of social conditions prevalent at the time." (p. 51)

What were the social conditions which Johnson says will help us understand the methods Tanner used as he built his mills and the towns around them? (p.51 ff). Johnson speaks of "social discipline that is indispensable" (p. 53) and "no one to set fashions and establish customs" (p.54). What do "social discipline" and "customs" provide for the community? Who should set them?

Evaluate the Village System

Consider any "village system" which the group may know such as a mining town or a lumber town, etc. Evaluate the benefits of the "village system" such as: (1) workers security (2) subsidized low-rent housing (3) free community services (4) absence of town taxes against the benefits of an ordinary town such as: (1) freedom of occupation (2) self-government (3) higher wages (4) population and commercial expansion.

X-Z673.A5 #35

X-Z 673
.A5

American Library Association
AMERICAN HERITAGE PROJECT
50 East Huron Street
Chicago 11, Illinois

THE LIBRARY OF CONGRESS SERIAL
AUG 3

PUBLIC LIBRARIES PARTICIPATING IN AMERICAN HERITAGE PROJECT

The office of the American Heritage Project is established to assist public libraries in developing adult discussion groups using books, pamphlets, and films as a basis for exploring the principles of our American Heritage and their application to political and social problems today.

Public libraries located within areas where major grants have been given, will work with the major grant area administrators directly. For the year 1953-54, the major grant areas are:

Alabama	Athens, Georgia	New York City
Connecticut	Los Angeles County, Calif.	New York - Watertown Region
Colorado (Statewide)	Mississippi	North Carolina
Denver, Colorado	Missouri	Vermont
Georgia (Statewide)	New Jersey	Wisconsin

Outside the major grant areas, all public libraries participating in the American Heritage Project will work directly with the Chicago office. The participating libraries may apply for the following assistance:

1. Assistance in Program Planning:
   - Materials on "Planning Your Program" and sample programs
   - Suggested lists of books, pamphlets, and films
   - Consultant advice on local problems
2. Publicity Materials: posters, brochures, sample radio programs on tape
3. Printed Material for Leaders:
   - Talking Together, a leaders manual
   - Discussion guides for 34 book titles and 21 film titles
   - Monthly Newsletter for leaders
4. Free Film Loan: for showings to American Heritage groups.
5. Financial Assistance in the purchase of books and pamphlets in quantity for use by discussion group members. When a participating library's program and budget has received approval by the Project, the Project office will supply purchase order blanks which the participating library will use directly with its usual dealer. The library will forward copies of the orders to the American Heritage Project, and will submit the bills to the Project as the orders are filled. The Project proposes to pay for materials up to $100 per group. The materials will remain the possession of the individual library.

Steps To Be Taken by Participating Libraries:

1. Write to American Heritage Project office for preliminary information on establishing a group.
2. Plan a program of at least six sessions, and submit the tentative program of readings and films, together with estimated materials budget, to the Project office for approval.
3. Supply suitable meeting place for the group.
4. Secure a discussion leader.
5. Publicize program to secure group members.
6. Keep in regular communication with Project office throughout the program both by submitting monthly and annual reports and other records, and consultation as problems arise.

September, 1953

AL 673
.A5

American Library Association
50 East Huron Street
Chicago 11, Illinois

THE LIBRARY OF CONGRESS SERIAL RECORD
JUL 31 1953
Copy

July 1953

FOR RELEASE IN OCTOBER
(Earlier OK if needed as filler)

It's fun to speculate but it's better to know, to paraphrase an old ad. Which is why librarians are looking forward to County and Regional Library Development by Gretchen K. Schenk, to be published this Fall by the American Library Association, Chicago.

Miss Schenk is an authority in the field of library extension -- an authority with a great scope of experience, fully reflected in this book. Where other books on the subject deal with one or another phase of library extension, County and Regional Library Development treats them all: administration and operation, basis, place in the community, campaigns and legislation, public relations, personnel, and bookmobile and special services.

Schenk, Gretchen K. County and Regional Library Development. American Library Association, Chicago. 1953. 000p. $0.00.

JN 17984
A

A-453.N
#30

X-Z 673
.45

American Library Association
50 East Huron Street
Chicago 11, Illinois

July 1953

THE LIBRARY OF CONGRESS
SERIAL RECORD
JUL 31 1953
Copy

FOR IMMEDIATE RELEASE, PLEASE

"Give us the Books," say the children, "Give us wings.": title of Part II, Rich The Treasure; Public Library Service to Children, to be published by the American Library Association, Chicago, this Fall.

This quotation epitomizes the main theme of the book, which looks back on the beginnings (and before the beginnings) of library service to children, and looks also to yet unexplored vistas of service.

The book, by Harriet G. Long, associate professor of Library Science, Western Reserve University, illustrates in a straight-forward manner the role of the public library and the children's librarian as guiding influences on the children of the community, the citizens of tomorrow.

Long, Harriet C. Rich the Treasure; Public Library Service to Children. American Library Association, Chicago. 1953. 000p. $0.00

JN 17978
A

X-Z673.A5 #C1

X-Z 673
.A5

American Library Association
50 East Huron Street
Chicago 11, Illinois

THE LIBRARY OF CONGRESS
SERIAL RECORD
JUL 31 1953
Copy

July 1953

FOR RELEASE IN NOVEMBER
(Earlier OK if needed as filler)

When an outstanding figure in progressive library education brings out a book, it's literary news. But Basic Reference Sources; An Introduction to Materials and Methods is the third in the lineage of basic reference books by Louis Shores, Dean of the Library School at Florida State University, former Fullbright scholar, and Library Consultant for Collier's Encyclopedia. It will be published this Winter by the American Library Association, Chicago.

The first and second editions of Basic Reference Books have long been looked upon as staples. Judging from the stream of inquiries received by the ALA over a period of months, the new work is eagerly anticipated by librarians and library instructors.

The book is divided into an introductory section that gives a general guide to the evaluation of reference materials; Part I, "Types of Reference Sources"; and Part II, "Reference Sources in Special Subjects." Greater emphasis than heretofore is placed on audio-visual materials.

Shores, Louis. Basic Reference Sources; An Introduction to Materials and Methods. American Library Association, Chicago. 1953. 000p. $0.00.

JN 17985
A

X-2673.A5
#62

X-Z 673
.A5

American Library Association
50 E. Huron Street
Chicago 11, Illinois

THE LIBRARY OF
JUL 31 1953

July 1953

FOR IMMEDIATE RELEASE, PLEASE

A debt is about to be paid -- one installment, anyway. Pioneering Leaders in Librarianship, edited by Emily M. Danton, will be published this Fall by the American Library Association, Chicago.

The debt of recognition is to those distinguished men and women who played strong roles in developing American libraries and librarianship. There are 18 interestingly varied sketches in the volume. The gamut runs from Charles Harvey Brown's forthright presentation of Clement Walker Andrews, organizer and first librarian of the John Crerar Library, to Cora R. Scott's understanding sketch of Alice Sarah Tyler, dean of Western Reserve's Library School to 1929 and former ALA President. In between are biographies of such important and colorful figures as Arthur E. Bostwick, Chief Librarian of the St. Louis Public Library at the turn of the century (and first editor of the "American Library Pioneers" series); Miriam Carey, pioneering leader in the development of institution libraries; Josephus N. Larned, newspaperman, educator, librarian, and historian; Richard Rogers Bowker, bibliophile and publisher extraordinary, and, with Melvil Dewey and others, blazer of trails that led to the formation of the ALA; and 12 other outstanding contributors to the profession of librarianship. In point of time, their lives range from 1836 to 1944, well over a century.

This title is the first in a series of omnibus volumes and will be number 8 in the present "American Library Pioneers" series.

Danton, Emily M., ed. Pioneering Leaders in Librarianship. American Library Association, Chicago. 1953. 000p. $0.00.

JN 17979
A

X-Z673
.A5
#23
45

X-Z 673
.A5

AMERICAN LIBRARY ASSOCIATION
50 East Huron Street, Chicago 11, Illinois

Len Arnold

THE LIBRARY OF CONGRESS
SERIAL RECORDS
JUL 31 1953

FOR IMMEDIATE RELEASE

The American Library Association has accepted a grant of $100,000 from the Fund for Adult Education for the purpose of "stimulating the initiation and development of adult education services to adult and young adult community groups through libraries," it was announced by David H. Clift, ALA Executive Secretary, at ALA headquarters in Chicago.

The Fund for Adult Education is an independent organization established by the Ford Foundation.

The aid to individual libraries will be in the form of sub-grants to the libraries from the original grant made to ALA, according to Mrs. Grace T. Stevenson, Associate Executive Secretary, who will direct the project under administration of the ALA's Office for Adult Education. Mrs. Stevenson said:

"This grant gives libraries an opportunity to demonstrate the fitness and ability of libraries to present meaningful and vigorous adult education service to groups."

Mrs. Stevenson said the grants will be made on a basis of competition open to all libraries which are invited to present plans of adult education programs for consideration. The ALA Adult Education Board will establish the policies under which the selection will be made and has set forth criteria for the plans. Project proposals must be submitted to Mrs. Stevenson not later than October 15, 1953; announcement of awards will be made not later than December 1, 1953.

X-273
#64

A

(MORE)

X- L 615
.A5

AMERICAN LIBRARY ASSOCIATION
EXECUTIVE OFFICES: 50 EAST HURON STREET, CHICAGO 11

April 9, 1953

APR 1 1 1953

To the Executive Board

Executive Board Sessions During the Annual Conference. In line with action taken during the October, 1952, Executive Board meeting, sessions of the Board have been scheduled for Sunday, June 21, 10:00 A.M., 2:30 P.M. and 8:30 P.M., Monday, June 22 (luncheon with officers of divisions) and Friday, June 26 at 8:30 P.M. We are exploring now the wishes of the Board concerning switching the Sunday morning meeting to either Saturday evening or Wednesday afternoon. The returns are seven to three in favor of holding the meeting on Saturday evening, one not voting, and one not yet heard from. You will hear about the decision of the President later.

Hotel Reservations. During the October meeting, the members of the Executive Board requested that their hotel accommodations be arranged at the Statler Hotel during the Conference. A block of rooms has been set aside there. If you will fill in the enclosed blank and return it to us, we will have a reservation made for you and confirmation sent to you direct from the Statler. Hotel rates appear in the February, 1953, ALA Bulletin. (An addressed airmail envelope is enclosed.)

A block of rooms has also been reserved at the Biltmore, and if you prefer now to stay there, please indicate your choice on the enclosed blank.

Some Board members may not know that expenses of board and committee members are not paid by the ALA for attendance at meetings held in connection with the Annual Conference and Midwinter Meetings.

Sincerely yours

David H. Clift

David H. Clift
Executive Secretary

mlh
enclosure

X-Z615.A5 #3

X- Z 673
.A5

1953 ROSTER, NEWSPAPER ASSOCIATION MANAGERS

THE LIBRARY OF CONGRESS
SERIAL RECORD
SEP 8 1953
DEPT

E. B. BEISNER
Alabama Press Association
P. O. Box 2008
University, Alabama

WILLIAM G. CONLEY
Arkansas Press Association
415 Boyle Building
Little Rock, Arkansas

JOHN B. LONG
California Newspaper Publishers Association
809 Pacific Electric Building
Los Angeles, California

WILLIAM M. LONG
Colorado Press Association
1420 Court Place
Denver 2, Colorado

JOHN PAUL JONES
Florida Press Association
School of Journalism - University of Florida
Gainesville, Florida

HARVEY H. WALTERS
Georgia Press Association
24 Ivy Street S. E.
Atlanta 3, Georgia

RICHARD MOONEY
Idaho State Editorial Association
Boise, Idaho

ARTHUR E. STRANG
Illinois Press Association
119 Gregory Hall
Champaign, Illinois

WRAY FLEMING
Hoosier State Press Association, Inc.
603 Indiana Trust Building
Indianapolis 4, Indiana

DON J. REID
Iowa Press Association
501 Shops Building
Des Moines, Iowa

LARRY MILLER
Kansas Press Association
701 Jackson Street
Topeka, Kansas

VICTOR R. PORTMANN
Kentucky Press Association
Room 64, McCoy Hall
University of Kentucky
Lexington, Kentucky

BRUCE R. McCOY
Louisiana Press Association
Journalism Building
University, Louisiana

MRS. ISOBEL MILLER
Maryland Press Association
513 Park Avenue
Baltimore, Maryland

GENE ALLEMAN
Michigan Press Association
P. O. Box 71
East Lansing, Michigan

RALPH W. KELLER
Minnesota Editorial Association
835 Palace Building
Minneapolis, Minnesota

WILLIAM A. BRAY
Missouri Press Association
220 Walter Williams Hall
Columbia, Missouri

Montana Press Association
Journalism Building
Montana State University
Missoula, Montana

VERN SCOFIELD
Nebraska Press Association
129 North 9th Street
Lincoln, Nebraska

LLOYD P. BURNS
New Jersey Press Association
Rutgers University
13 Van Nest Hall
New Brunswick, New Jersey

X- Z 673
.A5

AMERICAN LIBRARY ASSOCIATION
EXECUTIVE OFFICES: 50 EAST HURON STREET, CHICAGO 11

September 1, 1953

SEP - 8 1953

MEMO TO HEADS OF STATE AGENCIES
and
PRESIDENTS OF STATE ASSOCIATIONS

Would you be interested in cooperating with ALA by distributing in your area copies of the enclosed material* relating to participation in National Newspaper Week, October 1 to 8?

I think you will agree that many librarians may want to participate for the reasons set forth in the material.

May we suggest that if you think well of the idea that you may wish to take leadership in helping to plan events on a statewide basis. You will find the name of the person to contact in your state on the list furnished by the Newspaper Managers Association.

We are also enclosing a copy of a news release for adaptation in your own statewide distribution.

We would appreciate hearing your reaction to this idea.

Very sincerely yours,

Grace T. Stevenson

(Mrs.) Grace T. Stevenson
Acting Executive Secretary

* 10 copies enclosed. If necessary, you may reproduce this material to accommodate your needs.

A

X-Z673.A5
#67

X-7 673
.A5

ALA HEADQUARTERS LIAISON WITH ALA BOARDS AND COMMITTEES — Staff Assignments

THE LIBRARY OF CONGRESS
GENERAL SERIALS
JAN 29 1954

Staff	Board and Committee Assignments
Len Arnold	Public Relations, assisted by Mr. Steinmetz
Mildred L. Batchelder	E. P. Dutton-John Macrae Award, with Miss Hostetter and Mrs. DeAngelo Grolier Award, with Mrs. DeAngelo Intellectual Freedom, assisting Mr. Clift NEA-ALA (Joint Committee)
Cora M. Beatty	Constitution and Bylaws, assisted by Mr. Clift Council Credentials Election Membership, assisted by Miss Hoyt Nominating Resolutions
Julia D. Bennett	Federal Relations, assisted by Mr. Clift Special Committee on Federal-State Relations, assisted by Mr. Clift Government Publications (Joint Committee) Public Documents
David H. Clift	Board on Acquisition of Library Materials Awards, assisted by Miss Sabusawa Bibliography, assisted by Mr. Dane Boards and Committees, with Mrs. Stevenson Book Acquisitions Budget, with Mr. Weins Committee Appointments, with Mrs. Stevenson Canadian Library Association and ALA, with [illegible] (Joint Committee) Constitution and Bylaws, assisting Miss Batchelder Federal Relations, assisting Miss Bennett Special Committee on Federal-State Relations, assisting Miss Bennett Finance, with Mr. Weins Guide to Comparative Literature and International Relations, assisted by Mrs. Love (Joint Committee) Intellectual Freedom, assisted by Miss Batchelder International Relations Board, assisted by [illegible] Out-of-Print Books Program, with Mrs. Stevenson Relations with Publishers, assisted by Mr. [illegible] Union List of Serials (Joint Committee)
Chase Dane	Bibliography, assisting Mr. Clift
Rachael W. DeAngelo	E. P. Dutton-John Macrae Award, with Miss [illegible] Miss Batchelder Grolier Award, with Miss Batchelder

X- Z 673
.A5

AMERICAN LIBRARY ASSOCIATION
50 East Huron Street, Chicago 11, Illinois

JAN 11 1954

Len Arnold

FOR IMMEDIATE RELEASE

The Awards Committee of the American Library Association is seeking nominations for several outstanding awards which will be presented at the ALA Annual Conference, June 20 to 26, in the Twin Cities, Minneapolis-St. Paul. Deadline for nominations to be made is March 15, 1954.

Nominations should be submitted before that date to Helen E. Wessells, Chairman of the ALA Awards Committee, at her office as Editor of Library Journal, 62 West 45th Street, New York 36, New York.

Asking the cooperation of all librarians and of library associations and groups, Mrs. Wessells pointed out: "This is an opportunity to honor those among us who are worthy of distinction in service to the profession and to the public. The nominations should be accompanied by a short statement of the reasons why the candidate should be selected in light of the award purposes."

Nominations are sought for the following awards:

The Joseph W. Lippincott Award of $500 and a special certificate, presented annually for distinguished service in the profession of librarianship, such service to include outstanding participation in the activities of professional library associations, notable published professional writing, or other significant activity on behalf of the profession and its aims.

(MORE)

X-Z673.A5 #69

X- Z 673
.A5

ASSOCIATION OF COLLEGE AND REFERENCE LIBRARIES
A Division of the American Library Association
50 East Huron Street
Chicago 11, Illinois

THE LIBRARY OF CONGRESS
SERIAL RECORDS
JAN 29 1954

January 20, 1954

TENTATIVE AGENDA FOR THE BOARD OF DIRECTORS MEETINGS,
ALA Midwinter Meeting, 1954, at the Morrison Hotel, Chicago

Tuesday, February 2, at 10:00 a.m. in room 329 of the Morrison Hotel.
(All committee chairmen, ACRL representatives on ALA Council, members of the Board of Directors, and specially invited guests).

Tuesday, February 2, at 8:30 p.m. in room 424 of the Morrison Hotel.
(Practice at previous midwinter meetings will be followed in limiting this second meeting to members of the Board of Directors and specially invited guests).

As is customary, this tentative agenda has been drawn up by the President and the Executive Secretary. The supporting or explanatory appendices are for study and discussion prior to the two Board meetings. None of this material is confidential. We hope that many recipients will circulate this document among their staffs for comment. A few copies have been sent to administrative officers of larger libraries for circulation, discussion and comment.

The appendices have been written by your Executive Secretary, who takes full responsibility for them.

TOPICS

1. Committee reports (Appendix I).
2. Statement of purpose for ACRL committees (Appendix II).
3. Problems in terminating committee appointments at the end of the year.
4. Treasurer's report (Appendix III).
5. Current budget for C&RL (Appendix IV).
6. ACRL budget revisions (Appendix V).
7. Committee for the Protection of Cultural and Scientific Resources (Appendix VI).
8. Relationships of ACRL with Educational Associations and Learned Societies (Appendix VII).
9. Proposed Interlibrary Loan Committee (Appendix VIII).
10. Proposal for an ACRL Planning Committee (Appendix IX).
11. Paperbacks, or Small Books (Appendix X).
12. Cooperation with the Division of Cataloging and Classification (Appendix XI).
13. Recommendations of the recent Audio-Visual Workshop (Appendix XII).
14. Informational notes (action not required - Appendix XIII).
15. Federal Legislation.
16. Twin Cities Conference Plans.
17. Report of the ALA Committee on Divisional Relations.
18. ALA Classification and Pay Plan problems.

- Arthur T. Hamlin, Executive Secretary

X-Z673 #70

A

AMERICAN LIBRARY ASSOCIATION
50 East Huron Street, Chicago 11, Illinois

ALA ADULT EDUCATION PROJECT

January, 1954

MEMORANDUM

TO: Libraries receiving Awards

FROM: Len Arnold, Public Relations Consultant

SUBJECT: Public Relations for Adult Education Sub-Grant Projects

A frequent comment from librarians in the ALA American Heritage Project of library discussion groups, is: "Nothing we've done in years has brought so much attention to the library." It is basic that promotion for your project is library promotion, since your project is actually another service of your library in the community.

A. L. A.

[illegible] that your library was awarded one of the very few sub-grants [illegible]ary favorably since it touches community pride.

Adult Education Project.

[illegible]ct your consultant's traditional "waiver" or "dis-[illegible]esigned to give suggestions where they are needed. [illegible]tain projects; others may be out of character with [illegible]r community.)

[illegible]on-going public relations program of your library. [illegible] and promotion of your project should fit in to the [illegible] library and take its proper place. In areas where [illegible]ublic relations programs, similarly, consideration [illegible]h your project takes in the general library services [illegible]eighted.

Th[illegible]de by the sub-grant announcement can be a good publi-[illegible]. Some projects would lend themselves to regular news releases [illegible]ss being made. Where surveys are involved, public relations techniques may actually be incorporated as part of the survey techniques. Indeed, a newspaper or a radio commentator might be interested to make the survey a feature and the paper or commentator might very well participate in gathering the information as a public service.

In projects where there is recruitment of participants, similar interest by a newspaper columnist, the newspaper itself, or a radio commentator might be obtained. It is perfectly proper public relations procedure (except in rare competitive circumstances) to make exclusive "tie-ups" so long as information of general news interest is released to all outlets simultaneously.

Casting a public relations man's eye over the content and objectives of the projects, brings these thoughts which may suggest some promotion activities, especially where survey information or recruitment of participants is involved:

1. Personalized letters to the heads of civic organizations, business groups, important industrial firms, personal officers of large plants, and city officials.

2. Smart, attractive brochures or leaflets with "plain talk" setting forth of the project's objectives will be a "must" in some projects.

3. Close co-operation with other community groups, and a sharing of responsibility with those groups whose motivations are akin to the project is indicated by some projects.

X- Z 673
.A5

ALA American Heritage Project
50 East Huron Street
Chicago 11, Illinois

THE LIBRARY OF CONGRESS
SERIAL RECORD
JAN 29 1954
BY

January 18, 1954

Memorandum to: American Heritage Project Area Supervisors

Re: Area Supervisors' Conference - December 8,9,10, 1953

The American Heritage Project staff and Area Supervisors, together with representatives from the Office of Adult Education and American Heritage advisory boards, met for two days of conference on the problems that arise for major grant areas in working toward and assuming financial independence of the American Heritage Project.

The summary of these discussions is attached. The greatest value of this conference lies in the guidance it offers the American Heritage Project staff in formulating realistic policy for the Project next year. Many problems were thoroughly discussed, while on some we made the merest beginning. But throughout the conference, the willingness of area supervisors to give full and honest consideration to all angles in each problem, made the conversations truly worthwhile.

This record of the conference discussions is in no way a statement of policy, although it provides facts and points of view to be considered in formulating policy. Proposals to the Office of Adult Education and the Adult Education Advisory Board on the future of the Project will grow out of much of the thinking done in this Area Supervisors' Conference.

X-Z673.A5 #2

X- Z 673
. A5

AIA American Heritage Project
50 E. Huron, Chicago 11, Ill.

SUGGESTED BASIC READING LIST

Basic in a democracy are the rights to Life, Liberty and the Pursuit of Happiness.
Declaration of Independence

The people, in the Constitution, established a form of government to promote the general welfare, including these rights.
The Constitution of the United States of America including the Bill of Rights.

A strong central government must be balanced by active participation of citizens in state and local affairs.
Tocqueville, Alexis de. Democracy in America
Part I, chapters 4 and 5, Part II, chapter 25.

When change is accomplished by constitutional methods a minority does not illegally break up organized government.
Lincoln, Abraham. Message to Congress. July 4, 1861; and Second Inaugural Address, March 4, 1865.
Benet, Stephen V.
John Brown's Body

The constantly expanding western frontier influenced the character of American people and institutions.
Mark Twain. Adventures of Huckleberry Finn.
Turner, Frederick J. The Frontier in American History.

Policy must be based on the validity of the judgments of the average man.
Wilson, Woodrow. Business and Democracy; Labor and Democracy.

The government must be used as the instrument for our united purpose.
Roosevelt, Franklin D. Second Inaugural Address.

Which is to promote and protect and defend the integrity and dignity of the individual.
Lilienthal, David E. This I Do Believe.

American ideals still await complete realization. Government must work towards that realization.
President's Committee on Civil Rights. To Secure These Rights.

Most of these ideals are fundamental ones to which people all over the world aspire. Not only America as a single government, but mankind at large working through its international organization is engaged in a great crusade for the right of "life, liberty and the pursuit of happiness".
United Nations. Universal Declaration of Human Rights.

Courtesy New York Public Library

JN 16565-A

X-Z 673 .A5 #73

Z673
.A5

AMERICAN LIBRARY ASSOCIATION
50 East Huron Street, Chicago 11, Illinois

Len Arnold

THE LIBRARY OF CONGRESS SERIAL RECORD
JUL 31 1953
Copy

FOR IMMEDIATE RELEASE

Margaret E. Monroe, of New York, who is prominent in the nation's adult education movement, has been appointed Director of the American Library Association's American Heritage Project, it was announced by ALA Executive Secretary, David H. Clift at Chicago headquarters.

She succeeds Jack B. Spear who is returning to the New York State Library from which he was on leave to direct the project last year. On September 1, he will assume his new position there as Director of Travelling Libraries under the Library Extension Division. Mr. Spear is President of the ALA Public Libraries Division.

The project is entering its third year as a continuing program, through public libraries, of adult community discussion on the American Heritage and its contemporary application. ALA Associate Executive Secretary Mrs. Grace T. Stevenson, who supervises the program, announced that three new areas have been selected to receive major grants: Connecticut and New Jersey which will both conduct statewide programs; and the Watertown Region in northern New York. The other areas in the project, making a total of fifteen, are: Alabama: statewide; California: Los Angeles County; Colorado: Denver and a statewide program; Georgia: Athens and a statewide program; Mississippi: statewide; Missouri: statewide; North Carolina: statewide; New York: New York City; Vermont: statewide; Wisconsin: statewide including a project in LaCrosse.

The Young Adult Program of the project will be extended from Albuquerque, New Mexico and Indianapolis, Indiana to include groups in Georgia, Wisconsin, and Colorado, as well as a three-library experiment in New Hampshire, including Concord, Manchester, and Nashua. It is especially designed for out-of-school young men and women between the ages of 17 and 21.

A

(MORE)

X- Z 673
.A5

JAN 11 1954

THE FILM REFERENCE SHELF

A SELECTED LIST

Compiled by Virginia M. Beard, Head
Film Bureau, Cleveland Public Library

BOOKS

Benoit-Levy, Jean Albert
The art of the motion picture. New York, Coward-McCann, Inc., 1946. 263p. $3.50

* Dale, Edgar
Audio-visual methods in teaching. New York, The Dryden Press, 1946. 546p. $4.50

Dale, Edgar
How to appreciate motion pictures. New York, The Macmillan Co., 1933. 243p. $1.20

Elliott, Godfrey M.
Film and education. New York, Philosophical Library, 1948. 597p. $7.50

* Galvin, Hoyt
Films in public libraries. (Library Journal, v. 72, no. 18, pt. 2) New York, R. R. Bowker, 1947. 88p. $1.00

Gipson, Henry Clay
Films in business and industry. New York, McGraw-Hill Book Co., 1947. 291p. $4.00

* Grierson, John
Grierson on the documentary. New York, Harcourt, Brace and Co., 1947. 324p. $3.75

Griffith, Richard
The world of Robert Flaherty. New York, Little, Brown, 1953. 165p. $5.00

* Hookman, William S.
Projected visual aids in the church. Boston, Pilgrim Press, 1947. 224p. $3.75

* Jacobs, Lewis
The rise of the American film; a critical history. New York, Harcourt, Brace and Co., 1939. 585p. $4.50

Kindner, James S.
Audio-visual materials and techniques. New York, American Book Co., 1950. 624p. $4.75

* McDonald, Gerald.
Educational motion pictures and libraries. Chicago, American Library Association, 1942. 183p. $2.75

Manvell, Roger
Experiment in the film. New York, British Book Center, 1950. 285p. $3.50

X-Z673 #75

X. Z 673
.A5

AMERICAN LIBRARY ASSOCIATION
50 East Huron Street, Chicago 11, Illinois

JAN 4 1954

Len Arnold

FOR IMMEDIATE RELEASE

Nominations are now being sought for the 1954 Margaret Mann Citation, established by the ALA Division of Cataloging and Classification in 1950, and presented at each annual conference of the American Library Association for outstanding professional achievement. Recipients of the award have been Miss Lucile M. Morsch, Miss Marie Louise Prevost, and Dr. Maurice F. Tauber, in 1951, 1952, and 1953 respectively.

Persons who have contributed to librarianship through cataloging and classification during the year 1952-53 are eligible. The contribution may have been through publication of significant professional literature, participation in professional cataloging associations, or valuable contributions to practice in individual libraries. The nominees must be members of the Division but may be nominated by any librarian or ALA member.

All nominations should be made, together with information upon which recommendation is based, not later than February 1, 1954, to the Chairman of the DCC Committee on Award of the Margaret Mann Citation, Miss Lura C. [illegible], Professor of Library Science, Simmons College, Boston 15, Massachusetts. The members of the Committee are Miss Lucile M. Morsch, Deputy Chief Assistant Librarian, Library of Congress and Miss Dorothy H. West, Associate Editor, Standard Catalog Series, The H. W. Wilson Company.

# # # #

JN 18311
A

L 613
A5

THE LIBRARY OF CONGRESS
APR 3 - 1953
COPY

A U D I O - V I S U A L A I D S

FILMS

10% discount to libraries and schools

Help Yourself. 16mm sound film in color. Running time 23 minutes. Produced by the Cambria Free Library, Johnstown, Pennsylvania. 1950. $180, each print, prepaid. Pictures a steelworker's first visit to the library and the use which he, his family, and citizens generally can make of it. Shows the tools, services and financial needs common to most libraries. Can be used to gain financial support, to introduce the library to the general public and to interpret its services to the community at large.

Books and People; The Wealth Within. 16mm sound film in color. Running time 14 minutes. Produced for the Alabama Public Library Service Division of the Department of Archives and History by the Southern Educational Film Production Service. 1947. $110, each print, prepaid.
Shows how citizens can start a library and what library service can do for the people. It also shows the services of the state extension agency to the county library and to the community wishing to establish county service. The film is particularly successful in showing the many types of people served and the many uses they make of books and other materials.

FILMSTRIPS

Use Your Library; for Better Grades-and Fun too. 77-frame, 35mm filmstrip. By E. Ben Evans, Supervisor of Library Services, and Wm. A. Dennis, Instructor in Photography, Kern County Union High School Dist., Bakersfield, California. 1948. $5.
Introduces the library to junior and senior high school students. Shows how to find books, brief facts, magazine articles and pamphlets through the use of the catalog, encyclopedias and other general reference books, the Reader's Guide and the vertical file. Planned for use, by teachers or librarians, without a manual or study guide.

School Library Quarters. 98-frame, 35mm filmstrip in color. Produced by Virginia McJenkin, Director of Libraries and photographed by Kathleen Moon, Director of Audio-Visual Education, Fulton County School System, Georgia. 1952. $15.
Presents attractive, economical and efficient library quarters in small elementary small rural, large elementary and large high schools. Shows details equipment; wall, floor and window treatment; workrooms and audio-visual facilities; and practical built-in features.

RECORDS

Folk Tale Records. Five double-faced vinylite 12" records; 78 RPM. Produced by RCA-Victor for the Division of Libraries for Children and Young People. Single record, $3; set of 5, $14.
Humorous, fanciful tales which provide good entertainment for boys and girls of school age are brought to life by master storytellers. Titles are: The Frog, a Spanish folk tale; Schnitzle, Schnotzle, and Schnootzle, an Austrian folk tale, both narrated by Ruth Sawyer; Brer Mud Turtle's Trickery, an Uncle Remus story, narrated by Francis Sayers; A Paul Bunyan Tale and A Pecos Bill Tale, narrated by Jack Lester.

Thorne-Thomsen Records. Five double-faced vinylite 12" records; 78 RPM. Narrated by Mrs. Thorne-Thomsen. Produced by RCA-Victor for the A.L.A. Single Record, $3; set of 5, $14.
Storytelling at its best by one of the greatest living storytellers. The heroes of Norse myth and saga, the richness, simplicity and beauty of the French folk tale all come to life through the artistry of Mrs. Thorne-Thomsen. Have direct appeal to children as well as to teacher's colleges and library schools where storytelling is taught. Titles are: Gudbrand-on the-Hillside, Sleeping Beauty, Baldur, and Tales from the Volsunga Saga (two records).

Z 673
.A5

AMERICAN LIBRARY ASSOCIATION
50 East Huron Street, Chicago 11, Illinois

FOR IMMEDIATE RELEASE

Len Arnold

The Unesco Gift Coupon Plan, which provides educational, scientific, and cultural supplies and equipment where they are needed abroad, is to have the help of libraries in the form of an informational program under sponsorship of the International Relations Board of the American Library Association.

Exhibit materials about the plan, and informative materials explaining how it establishes direct relationships between donors and recipient groups in the free countries, will be provided libraries which wish to participate, according to the Board Chairman, Douglas W. Bryant, of Harvard College Library.

Libraries themselves will not sell the coupons, it was explained, but present the information. The coupon books will be sold by voluntary community groups or may be obtained direct from Unesco. Equipment furnished through the plan ranges from laboratory equipment and supplies to vocational and handicraft tools, and audio-visual materials.

The project for libraries is being directed by Mrs. Rae Cecilia Kipp, Harvard College Library.

# # #

X-Z673.A5 #2

A

ALA American Heritage Project
50 E. Huron Street, Chicago 11, Ill.

A5

A LEADER'S GUIDE TO

THE FREEDOM TO READ

"The Freedom to Read" is a statement by representatives of two professional groups, librarians and publishers. It has received official endorsement by their professional groups and by professional groups in education, law, etc. Such endorsement implies a broad body of public opinion in favor of the principles set forth. It may be important to examine this statement both for the meaning and validity of the seven points, and for the fundamental assumptions on which they are based. No opinion can have strength until it is closely examined and tested by many points of view; and the statment will gain strength as more individuals come to understand its implications. In such discussion, it will be well not to seek to prove or disprove the perfection of the statement itself, but to explore the variety of interpretations and the validity of basic assumptions therein. Let the discussion be a discussion of ideas, not of librarians and publishers!

1. Is the "freedom to read" a new freedom, or is it an old freedom under a new name?

   How does it differ from "freedom of speech and of the press"?

   How do the writers of this statement propose a protection of the freedom to read?

2. What is the fundamental premise of democracy that leads us to "trust Americans to recognize propaganda and to reject obscenity"? Do you accept this premise?

   In what way does an atmosphere of fear work like a censorship? What dangers lie in a pressure toward conformity? In what sense does freedom to read "keep open the path of novel and creative solutions"? Is that a good way to arrive at solutions?

3. Do you agree that the "freedom to read" is essential to our democracy? Why?

   What reasons have the writers of the statement given emphasis? Do you agree?

   Why is freedom to read dangerous? Is it an essential freedom?

   Why do we place our high value on freedom?

4. Is the "freedom to read" guaranteed by the Constitution?

   Who is responsible for ensuring the freedom to read in the community?

   What is the librarian's responsibility?

   What standards should the librarian apply in accepting or rejecting a book?

   What responsibility does the individual in the community have?

X-262.45 #79

X 573
.A5

AMERICAN LIBRARY ASSOCIATION
50 East Huron Street, Chicago 11, Illinois

Len Arnold

FOR IMMEDIATE RELEASE

The American Library Association has received one of the top awards of the American Heritage Foundation for "the most intensive and effective effort by a national professional association" in support of the recent Register and Vote Campaign sponsored by the Foundation.

The actual award is a multi-color picturization of Americana by the late artist, Arthur Szyk, designed and produced by the National Lithographic Association.

Public libraries throughout the country participated in the campaign which helped bring out a record vote in the November election. Three awards for outstanding library programs were made jointly by ALA and the American Heritage Foundation at the ALA Midwinter Meeting to Grand Rapids (Mich.) Public Library, Chicago Public Library, and Muncie (Ind.) Public Library.

Miss S. Janice Kee, Executive Secretary of the ALA Public Libraries Division directed library participation. Jack B. Spear, PLD president-elect, was chairman of the Register and Vote Committee.

# # #

A

X- Z 673
.A5

AMERICAN LIBRARY ASSOCIATION
50 East Huron Street, Chicago 11, Illinois

FOR IMMEDIATE RELEASE

Radio Spot Announcements, designed for ready adaptation to the resources of virtually any public library, are furnished each month as an AIA service and developed by the Public Relations Committee of the American Library Association.

More than 550 librarians already are on the mailing list and receive the Radio Spot Announcements regularly, according to Albert C. Supervisor, Public Relations and Exhibits, Cleveland Public Library, chairman of the Committee.

There are usually eight spot announcements each month, dealing with a variety of library services, and since they are professionally prepared, radio stations find them highly acceptable for use, librarians report.

Librarians interested in receiving the AIA Radio Spot Announcements should address requests to Len Arnold, Public Relations Consultant, American Library Association, 50 East Huron Street, Chicago 11, Illinois.

# # #

JN 17630
A

X-7 613
A5

LIBRARY OF CONGRESS
SOCIAL SCIENCES
March 27, 1953
APR 4 - 1953

BOOKLIST- AMERICAN LIBRARY ASSOCIATION

PLEASE VOTE AND RETURN IMMEDIATELY

PLEASE VOTE ONLY ON THOSE BOOKS YOU OR YOUR STAFF HAVE ACTUALLY READ.
Examination is not sufficient

For uniformity please mark:

+ For inclusion in Booklist
− Against inclusion in Booklist
* For mature readers
J+ For review on children's page with
See reference on Y.P. page

IRENE GULLETTE
Assistant in Charge of
Young People's Books

A

Aurthur, Robert Alan. The glorification of Al Toolum. Rinehart. $3.00
April 16
Bowen, Robert S. Behind the bat. Lothrop. $2.50
Braidwood, Linda. Digging beyond the Tigris. Schuman $4.00
Chapman, Maristan. Tennessee Hazard. Lippincott. $3.95 April 15
Dean, Leon W. Border bullets. Ariel. $2.50
Edmonds, Walter D. The Boyds of Black River. Dodd. $3.00
Emery, Anne. Vagabond summer. Westminster. $2.50
Hall, Marjory. Greetings from Glenna. Funk. $2.75
Hambleton, Jack. Charter pilot. Longmans. $3.00
Hammond, Ralph. Island of peril. Westminster. $2.50
How to pass Annapolis and West Point Entrance Exams. Arco Publ. Co. $3.50
Kantor, Mac Kinlay. The daughter of Bugle Ann. Random. $2.00 April 15
Lengyel, Emil. World without end: the Middle East. John Day. $5.00
Mantle, Mickey. The Mickey Mantle story. Holt. $2.00 April 3
Panelli, Babe. Mr. Ump. Westminster. $2.50. April 13
Parke, John. Amos, the beagle with a plan. Pantheon. $2.50. $2.50. April 15
Reynolds, Dickson. The fire brigade. Funk, $2.75
Richardson, Frank Howard. For girls only. Tupper & Love. $2.50. April 13
Sinclair, Kenneth. Thunder mountains mine. Funk. $2.75
Sprague, Rosemary. A kingdom to win. Oxford. $3.00. April 16
Walsh, Chad. Campus gods on trial. Macmillan. $2.50
Wolfe, Reese. Yankee ships. Bobbs-Merrill. $3.75

X-25.3.15
#82

Z 673
.A5

AMERICAN LIBRARY ASSOCIATION
50 East Huron Street, Chicago 11, Illinois

THE LIBRARY OF CONGRESS
SERIAL RECORD
APR 14 1953
ACQ

Len Arnold

FOR IMMEDIATE RELEASE

The Booklist, well known publication of the American Library Association, has opened its pages to advertising, it was announced by ALA Executive Secretary, David H. Clift.

A book buying guide for librarians, The Booklist is issued on the first and fifteenth of each month, and contains a selective list of new books with descriptive, critical annotations written by The Booklist staff.

Librarians in public, school, and college libraries throughout the United States and Canada use The Booklist in purchasing books for adults, children, and young people. Present paid circulation is 11,500.

Basic page rate is $200, according to A. L. Remley, Advertising Representative, at ALA Headquarters, 50 East Huron Street, Chicago 11, Illinois.

# # #

A

X- Z 673
.A5

AMERICAN LIBRARY ASSOCIATION
50 East Huron Street, Chicago 11, Illinois

APR 21 1955

Len Arnold

FOR IMMEDIATE RELEASE

Washington--A study of the existing policies and programs of U. S. Government agencies which benefit the libraries of the nation will be undertaken, it was announced by Mr. John H. Ottemiller, Chairman of the Federal Relations Committee of the American Library Association. Mr. Ottemiller, who is Associate Librarian at Yale University, New Haven, Connecticut, has appointed Phillips Temple, Librarian of Georgetown University, Washington, D. C., to conduct the study.

Upon completion, this study will be distributed to librarians prior to their forthcoming annual conference in Los Angeles in June and will serve as a basis of discussion.

# # #

JN 17683
A

X-Z673.A5
#84

X- Z 673
.A5

AMERICAN LIBRARY ASSOCIATION
50 East Huron Street, Chicago 11, Illinois

Len Arnold

For Release in Afternoon Papers of Thursday, April 17
and Morning Papers of Friday, April 18

Chicago, April 17--Henry Steele Commager's recently published "Living Ideas in America" is being distributed to 700 libraries throughout the world as part of the observance of the 75th anniversary of the American Library Association, it was announced today by David H. Clift, Executive Secretary, at ALA Headquarters in Chicago.

The book is being sent to national libraries, research libraries, and large general libraries in foreign countries, selected by the ALA's International Relations Board, whose chairman is Flora B. Ludington, Librarian of Mount Holyoke College, South Hadley, Mass.

The Commager work is a gathering together by the noted Columbia University historian and author, of "basic writings both old and new which describe and interpret the American idea--memoirs, stories, autobiographical fragments, speeches, documents and historical accounts." Commager links them with a commentary of his own.

"Living Ideas in America" was created at the instance of the ALA's 75th Anniversary Committee. Theme of the celebration is "The Heritage of the U.S.A. in Times of Crisis". The book is one of the chief implements used by discussion groups on the American heritage being held under public library leadership throughout the country. The discussion program is an ALA project for which it received a grant from the Fund for Adult Education, an independent organization established by the Ford Foundation.

Copies of the book distributed abroad bear a bookplate with the ALA seal and the inscription: "Purchased from a special grant to the American Library Association".

-30-

A

X-Z673.A5
#85

X- Z 673
.A5

AMERICAN LIBRARY ASSOCIATION
50 East Huron Street, Chicago 11, Illinois

Len Arnold

For Release in PM Papers of Thursday, April 10
and AM Papers of Friday , April 11

Chicago, April 10--Paul H. Bixler, Librarian of Antioch College, Yellow Springs, Ohio, has accepted appointment as secretary of the American Library Association's Committee on Intellectual Freedom, it was announced today (Thursday, April 10) by David H. Clift, Executive Secretary at ALA Headquarters in Chicago.

Bixler, who is chairman of the Ohio Library Association's Intellectual Freedom Committee, succeeds David K. Berninghausen, Librarian at Cooper Union, New York, N.Y. Chairman of the ALA Intellectual Freedom Committee is William Dix, Librarian, Rice Institute Library, Houston, Texas.

The committee's function is "to recommend such steps as may be necessary to safeguard the rights of library users in accordance with the Bill of Rights of the United States and the Library Bill of Rights as adopted by the ALA Council."

Bixler has been Antioch College Librarian since 1935. He was an instructor in English at Ohio Wesleyan University, 1924-1926; served as a reporter on the Cleveland Plain Dealer and Cleveland Press, 1926-27. He was [illegible] instructor in English at Adelbert College, Western Reserve University, 192[illegible]. In 1949, on leave from Antioch College, Bixler made a survey of possible [illegible] for the Ford Foundation. He has been chairman of the Editorial Board of the Antioch Review since 1943; was president of the Ohio Library Association, 1948-1949, and a member of the ALA Council, 1948-51. He has resigned as president-elect of the College Section, Assn. of College and Reference Libraries in order to devote his attention to his new post with the ALA Intellectual Freedom Committee.

-0-

A

X- Z 673
.A5

AMERICAN LIBRARY ASSOCIATION
50 East Huron Street, Chicago 11, Illinois

Len Arnold

FOR IMMEDIATE RELEASE

SEP - 8 1953

Many librarians are planning to participate with daily and weekly newspapers throughout the nation in the observance of National Newspaper Week, October 1 to 8, which has for its theme: "Freedom of Information."

Flora Belle Ludington, President of the American Library Association, in a letter to the National Newspaper Managers, sponsors of the observance, declared:

"Your theme--'Freedom of Information'--is particularly appropriate in these days when the American people must be kept constantly aware of the grave events and decisions upon which their very lives depend. Newspaper men and librarians have always been in the vanguard of those who maintain the right of citizens to be fully informed and have ready access to all points of view. In no other way can our people stand unafraid and act intelligently to shape their future. As we hail America's free press, we join your observance with the deep conviction that we stand together to defend the vital freedom of information in the interest of knowledge and enlightenment for all the people."

In a message to librarians, Mrs. Grace T. Stevenson, ALA Acting Executive Secretary, suggested that ways in which librarians might participate could include programs with newspaper men as guests; exhibits; and poster displays prepared in cooperation with local editors. Mrs. Stevenson urged that the participation show the joint responsibility of editors and librarians in maintaining freedom of information.

# # # #

JN 18055
A

X- Z 673
.A5

ALA American Heritage Project,
50 East Huron Street,
Chicago 11, Illinois.

THE LIBRARY OF CONGRESS
SERIAL RECORD
FEB 27 1953
COPY

A LEADER'S GUIDE TO

Franklin: The Autobiography of Benjamin Franklin *

Franklin began writing his memoirs in England in 1771, then let the work lapse for more than a dozen years, finally completing it in America in 1788. The autobiography was first published in part in Paris, 1791, but no complete text appeared until 1868.

> "Having emerged from the poverty and obscurity in which I was born and bred, to a state of affluence and some degree of reputation in the world ... the conducing means I made use of ... my posterity may like to know, as they may find some of them suitable to their own situations, and therefore fit to be imitated."

The questions in this guide are intended to suggest the variety and wealth of discussion material in this reading. A wide flexibility of approach is possible. The plan of discussion outlined here is the simplest, but not necessarily the most provocative for your particular group.

A discussion of Franklin's ethical standards, his attitude toward religion, toward making money, toward serving the public interest, toward education and scientific experimentation will answer the question: To what extent is Franklin representative of the contemporary point of view? A by-product of this evaluation, as of all similar evaluations, will be the group's composite silhouette of what constitutes the good citizen in private and public life. However, the leaders should avoid so labelling it; let this come spontaneously from the group.

Franklin's aims and ideals

Was franklin's method of trying to acquire moral perfection commendable, or was it as he sometimes argued with himself "a kind of foppery in morals"? (p.101)

What qualities does Franklin consider most important in dealings between men? (Truth, sincerity, integrity, p.65)

In character education today do we emphasize the same virtues which Franklin advocated?

What part does religious teaching contribute to make men moral according to Franklin? (p. 66,91,98) What is his idea of God's relation to man? (p.106-7)

Are young people today interested in methods for perfecting their moral characters? (What about tips on how to be a success, have a good personality?)

What were Franklin's chief goals in life? Does the twentieth century American's concept of success agree with Franklin's?

To what qualities in himself did Franklin attribute his success? (integrity, humility, p.104; industry, p.70)

* Page references are to the Illustrated Modern Library edition.

X- Z 673
.A5

AIA American Heritage Project
50 East Huron Street
Chicago 11, Illinois.

FEB 27 1953

IT'S OUR AMERICA

V. Individual Human Rights - Discussion Guide

C Peare - Mary McLeod Bethune

Here is a thrilling story of a great contemporary American. One of seventeen children born of slave parents, Mary McLeod Bethune rose from a barefoot cotton picker to the position of consultant at the San Francisco conference where she helped to write the United Nations Charter. With patience and persistence with plenty of hard work but never with bitterness she served her people by helping them attain their rights as individuals. The college for Negroes which she started with one dollar and a half and faith in God, is now Bethune-Cookman College valued at over a million dollars and having nearly a thousand students. There is little of her private life in the book, but she married and had one son. It is a book to warm the heart and kindle faith and optimism for America and her people - all her people.

Questions for Discussion:

1. What basic rights did Mary McLeod Bethune try to secure for her people?

When asked what the Negroe wants Mrs. Bethune answered "Protection that is guaranteed by the Constitution of the United States and which he has a right to expect; the opportunity for development equal to that of any other American; to be understood; and finally to make an appreciable contribution to the growth of a better America and a better world". (p.154)

2. What does "protection guaranteed by the Constitution" mean? Is the Negroe getting this?

3. What would the "opportunity for development" mean in this community?

4. How are Negroes today making "an appreciable contribution to the growth of a better America and a better world"?

5. What progress if any do you think we have made since Mary McLeod was born in 1875? - in the life of the sharecropper? - the Negroe in search of an education? - turpentine camps? - Ku Klux Klan ? - inter-group relations and understanding?

6. Was Mary McLeod's reaction to the insult "Put down that book you can't read" unusual? Why do you think the insult instead of discouraging her became a stimulus and an incentive?

7. What personal qualities or characteristics did Mrs. Bethune have?

8. Are the rights of the individual unlimited? If not, what limits them? (Does the right of free speech, for example, give us the right to cry "fire" in a crowded hall - why not?)

Summarize the rights that have been discussed, point out good ideas that have been brought out in an effort to clarify in the minds of participants what value there has been in their discussion. If there have been widely separated points of view, attitudes or opinions on which members are sharply divided be sure to state these clearly without bias so that each one present may be better able to exercize his own right of choice.

X-Per. 5.75 #89

X- Z 673
.A5

ALA American Heritage Project
50 East Huron Street,
Chicago 11, Illinois

THE LIBRARY OF SCIENCE & CLINICAL HISTORY
FEB 27 1953
DEPT.

IT'S OUR AMERICA

V. Individual Human Rights - Discussion Guide

A Asch - East River

East River is a panorama of the sights and sounds and smells of tenement life on the East side of New York. We have had pictures of immigrants settling on the land - in Winter Wheat and Plow the Dew Under - but here we see what happened to those who came to the big cities and were caught in the web of crowded living, sweatshops and the growing pains of the unions. The central characters are a saintly Jewish storekeeper, Mosche Wolf and his two sons - Nat, a sensitive scholarly cripple and Irving, an unscrupulous business man indulging in sweatshop practices in the garment business. It is also the story of Mary McCarthy, the Irish Catholic girl who loves Nat but marries Irving and bears him a son whom they agree shall be allowed to make his own choice in religion - an agreement Mary fails to keep. As the New York Times said in a review, "This is no novel of the Jews, it is a novel of the American Spirit". Another reviewer called the book 'ambidextrous' for it is not alone a picture of religious prejudice but also one of Tammany and politics, of industrial and labor problems and of the customs and gossip of a diverse cosmopolitan neighborhood.

Questions for Discussion:

"The way the Christians think about the Jews....is the way the pious Jews think about the Christians. And it's the way one Christian sect thinks about the other - the Catholics about the Protestants and the Protestants about the Catholics. Not a single one of them has thought to spread the mantle of God's mercy wide enough to cover all people". (East River p.125)

1. Do you think this is a true statement of present day thought in America?

2. What ideas, beliefs, and customs do Christians and Jews have in common?

3. What progress, if any, do you think we are making on this problem of religious prejudice in our own community?

4. Was their religious difference the only cause of failure in the marriage of Mary and Irving?

5. Have we made any progress since the 1920 situation pictured in East River? - in city slums? - in the terror of the slack season? - in preventing disasters such as the Triangle fire? - in child labor? - in sweatshop practices symbolized by Davidowsky's bundles?

Note to the Leader:
In discussing Asch East River the leader should perhaps be prepared for criticism of the writer's ability to present the Jewish background better than the Catholic. An unfavorable review in the Catholic World said that the author "seems to be completely out of his depth when he deals with Catholic practices".

X- Z 673
.A5

ALA American Heritage Project
50 E. Huron St., Chicago 11, Ill.

AUG 3 1953
Copy

SELECTING YOUR DISCUSSION LEADER

One of your important decisions in setting-up a discussion group is choosing a leader. It is essential that a great deal of thought be given to making a good choice. Who makes a good leader? How do you find him? These suggestions may help.

Leader's Job

The job of a leader is to help the group achieve good group discussion; to get people to share ideas by talking things over together. Good discussion is based upon informed opinion, critical thinking, and effective participation by the whole group. By warmth of manner and hospitality of mind, members are encouraged to work together.

Some important characteristics of a good leader:

1. Time available to take special leadership training, to do the necessary study and reading in preparing for the group discussion, and to attend the full series of group meetings.

2. An inquiring mind which has an interest in, and an enthusiasm for ideas. A desire to consider carefully all points of view, and as a discussion leader to promote no view of his own.

3. A genuine interest in group discussion, a firm belief in the value of sharing ideas as a means of working out solutions to common problems. (Beware of those who want an audience for teaching or lecturing.)

4. A sense of humor that helps create a friendly feeling among members so they will find it fun to be together. It is of prime importance to stay good-humored through tactless remarks, opinionated harangue, and hot tempers.

5. The ability to listen to constructive criticism; a willingness to take counsel and profit by it.

6. A responsible, mature personality.

How do you find the good leader?

1. By watching groups in action. There may be one or two members who contributed a great deal to the discussion, yet did not dominate. Take advantage of that interest and experience, for here is a good prospect.

2. By talking to people who show interest in discussion. You may 'strike it rich' by considering the secretary who has been in for help in program planning, or the engineer who is reading books on foreign policy.

3. Do not be afraid to approach anyone with the suggestion of group leadership. You are offering him an opportunity for developing and enriching community programs, and a personally stimulating and rewarding experience.

X-Z673.A5 1953

JN 18030
A

Z 673
.A5

AMERICAN LIBRARY ASSOCIATION
EXECUTIVE OFFICES: 50 EAST HURON STREET, CHICAGO 11

INTERPRETING THE AMERICAN HERITAGE PROJECT IN THE LOCAL COMMUNITY

The public library sponsoring an American Heritage group needs to develop a general understanding of the program in the local community. On the basis of book displays, posters, brochures, radio talks and newspaper articles, as well as the all-important "talk over the desk," people in the community become interested in joining the group to see whether it is what they really want. The high proportion who remain in the group attest to the excellence of the publicity in making clear what the group discussion experience under American Heritage can mean. Many community people who do not attend American Heritage groups become interested in the program and want information about how it works without wishing to attend the sessions. This makes necessary a program of interpretation to the community as a whole over the entire year. The fine editorials, the citations of praise to public libraries carrying the program by public figures attest to the success of this type of interpretation as handled by the local public libraries.

Although group programs vary, there are certain fundamental points of philosophy and practice that are the core of the American Heritage idea. The accompanying sheet tries to state those briefly. This statement will be useful as background information for the library staff, the library board, the discussion leader, and others who take responsibility for interpreting the American Heritage program to the community.

Your comment on the usefulness of this sheet and suggestions for its improvement will be welcome at the American Heritage Project Office, 50 East Huron Street, Chicago 11, Illinois.

A

EX 8.3:Z-X #02

Z 673
.A5

ALA American Heritage Project
50 East Huron Street
Chicago 11, Illinois

THE ALA AMERICAN HERITAGE PROJECT ADVISORY BOARD

The ALA American Heritage Project Advisory Board is composed of the 5 regular members of the Adult Education Board, plus the 3 members of division and area interests named as advisory to the Adult Education Board by Public Libraries Division, Audio-Visual Board, and Division of Children's and Young People's Libraries.

Mr. Edwin Castagna, Librarian
Long Beach Public Library
Long Beach, California

Mr. Jerome Cushman, Librarian
Salina Public Library
Salina, Kansas

Mr. Edmon Low, Librarian
Oklahoma Agricultural and Mechanical College
Stillwater, Oklahoma

Miss Ruth Warncke, Librarian
Kent County Library
Grand Rapids, Michigan

Miss Amy Winslow, Director
Enoch Pratt Free Library
Baltimore, Maryland

JN 18280
A

A- L 01?
.A5

ALA American Heritage Project
50 E. Huron St., Chicago 11, Ill.

JAN 11 1954

GROUP MEMBER EVALUATION SHEET

What did you think of this series of meetings? Please answer as fully and frankly as possible.

I. Based on your experience in American Heritage discussion group this year, please rate the memorable discussions in your group by checking appropriate topic and column.

Subjects (or Books) for Discussion	Excellent Discussion	Good Discussion	Poor Discussion
1. Basic ideas in Declaration of Independence			
2. Basic ideas in Constitution of the U. S.			
3. Civil liberties			
4. Foreign policy			
5. Free enterprise			
6. Labor-management relations			
7. Pressure groups and factions			
8. States rights			
9.			
10.			
11.			
12.			

II. Discussion of which three books, films, or special chapters of books, gave you the greatest insight into the American Heritage this past year?

1. _____
2. _____
3. _____

III. If you were planning a series of American Heritage discussions for next year, what topics or books would you like to include?

1. _____
2. _____
3. _____
4. _____

J
to
AIA American Heritage Project,
50 East Huron St., Chicago 11, Ill.
X- Z 673
.A5

A LEADER'S GUIDE TO

Mark Twain: LIFE ON THE MISSISSIPPI

In Life on the Mississippi it is not Mark Twain's purpose to tell about himself, but to convey through his personal impressions the savor of a section of America and its people as he observed them with critical sharpness and with affection, tolerance and humor. Mark Twain's attitude toward the past is the ambivalent one of most Americans who cast a backward glance at the "good old days", while pointing with pride to the present and with no desire to surrender any part of it.

PILOTING THE MISSISSIPPI

> "A pilot in those days was the only unfettered and entirely independent human being that lived in the earth." (Ch. 14, p. 118)

What inspired the young boys of Hannibal, Missouri, to become steamboatmen? Is that a strictly "frontier society" occupation? How ideal were the methods Bixby used to train Mark Twain? What qualities or abilities made a man a good pilot? (Ch.13, p.107, memory; p. 113, courage, judgment.) What careers would men of similar abilities seek today? Can such independence be found in jobs today?

Did the Pilot's Benevolent Association strengthen or weaken their independence? Why did they organize? (Ch. 15, p. 128) In what respects, if any, did the organization differ from a strong labor union today? If steamboating had continued in importance, do you think the association could have maintained its powerful monopoly of piloting? Did the association represent a trend away from the frontier way of doing things?

From Mark Twain's description of life on the Mississippi before and after the romance had been "knocked out of" piloting, what do you think he meant by "romance"? (Ch. 28, pp. 232-233: "With these abundant beacons, and the banishment of snags, plenty of daylight in a box and ready to be turned on whenever needed, and a chart compass to fight the fog with, piloting... is now nearly as safe and simple as driving a stage, and is hardly more than three times as romantic." ... "The government has taken away the romance of our calling; the company has taken away its state and dignity.")

In what respects did the old type of riverman differ from the new who had "not a suggestion of romance about them"? (Ch.44, p. 476) Do you think the rivermen exemplified a general repudiation by frontier society of the Franklin philosophy of living in which temperance, frugality, humility, etc. were virtues? (Ch. 3, p. 18; Ch. 22, pp 180-185) What are the riverman's virtues? Do we stand closer to Franklin or to the frontier in our choice of virtues?

Which, if any, of the earlier frontier characteristics have persisted to the present? Has the spread of culture eliminated the uncouth and rapscallion types of individual from our society, or are they still with us? Where do they flourish?

"LOVE OF COUNTRY"

> "And, mind you, emotions are among the toughest things in the world to manufacture out of whole cloth; it is easier to manufacture seven facts than one emotion." (p.226)

How do you account for Mark Twain's attachment to the Mississippi country? What stirs the loyalty of men to places? When places change, does the loyalty remain?

X-Z673.A5
#95

X- 7 673
A5
Made available by
The American Heritage Project
American Library Association
50 E. Huron Street
Chicago 11, Illinois

APR 14 1953
COPY

A LEADER'S GUIDE TO

The President's Committee on Civil Rights: To Secure These Rights

A democracy's well-being is dependent to large degree on its ability to be self-critical. This report on the state of civil rights in our country is a constructive one in both surveying weaknesses in securing these rights at the present time and proposing ways in which the government may act to secure them in the future.

Since civil rights will have been a subject for discussion in several other sessions, it will be well to approach this discussion from fresh angles derived from the report itself. The assignment of the President, both the letter and the Executive Order, might well be examined for its precise instructions and the grounds for those instructions. The Committee's four questions (p. xii) might be explored thus: How well do these four questions, and their answers, cover the areas of the assignment of the President? Why include a statement on the historic civil rights of the American heritage? Was it necessary to confine the investigation to government responsibility for civil rights? What does the tremendous body of cases and facts offer the lay reader? (How effective is this framework of a report in advancing the cause of civil liberties?) What is the positive American heritage embodied in this Report?

SPECIFIC AREAS FOR DISCUSSION

Philosophic Bases for Civil Liberties:

Is there a permanent antagonism between personal liberty and group authority? (p. 5) If civil liberties for the individual are the key to democratic philosophy, why are they "placed beyond the reach of popular majorities", if democracy means majority rule? Does the committee report, in saying that man's freedom "is not and cannot be absolute", imply that there are no specific permanent civil rights?

The Nature of Prejudice:

What obstacles have there been to stopping lynching by "law"? How effective is law on the local "climate of opinion" (p. 133)? The report states (p. 134): "The achievement of civil rights in law may do as much to end prejudice as the end of prejudice may do to achieve full civil rights." What facts are offered in the Report to support this theory? Is it psychologically sound? Is it possible in all situations?

What are the causes of prejudice leading to violation of civil rights? How important are economic factors? What other basic factors are there? How are the recommended "cures" related to the causes, in the Report? How effective is "re-education"? Non-segregation? Classroom indoctrination? Psychoanalysis? Is prejudice a crime or disease? Are civil rights violations symptoms of a disease, or are they crimes?

X-7 673 #806

A

X- Z 613
.A5

AIA American Heritage Project
50 East Huron Street
Chicago 11, Illinois

IT'S OUR AMERICA

IV. America Stands for Freedom

B. Richter - The Free Man

Henry Dellicker, an eighteen year old German boy, thought himself lucky to be coming to a free land. But when he arrives in Philadelphia a few years before the outbreak of the Revolution, he receives a great shock. No one could go ashore until they were bought by someone who would pay their fare. His parents had died on the terrible voyage over and he was held responsible for the passage. Before he had served his full time as an indentured servant, Henry revolts and flees to the Pennsylvania Dutch country. He takes the name of Free, marries his former mistress and having won his long fight for freedom lives a long and successful life.

Questions for Discussion:

1. Did this book give you any new ideas about indentured servants? about the contributions of the Pennsylvania Dutch in the Revolutionary War? on the privilege of freedom?

2. What freedoms are we guaranteed? By what authority or where do we find them stated?

3. Why did these people come to America?

> "Over there we were owned by the lords, our bodies, too. Even our conscience. Every time we got a new prince, we had to change our religion. Over here we heard was a free country. In Pennsylvania, they said, every man could believe what he would. He could even say it right out." (p.53)

4. Henry said, "I will not keep from saying what I think. Not for anybody". Should people have the right to speak their own minds? Are there any limitations on free speech?

5. Henry calls himself "free and equal". Are people free and equal in America today?

X- Z 673
.A5

AIA American Heritage Project
50 East Huron Street
Chicago 11, Illinois

IT'S OUR AMERICA

IV. America Stands for Freedom - Discussion Guide

C. Abraham Lincoln by Benjamin P. Thomas

This is a new telling of the story of this great figure of our history. This is the first one volume life to draw on the new material about Lincoln made available by the Library of Congress in 1947. Frequently Mr. Thomas presents two versions of an incident in Lincoln's life, brings together conflicting points of view and balances the evidence for the leader. Many reviewers are recommending it as the best written and most attractive one volume life of this American who did so much to help his country stand for freedom.

For discussion, this biography offers not only the life and personality of a great American leader but also some of the big problems with which he struggled: the question of "ballots" or "bullets" in settling our differences; the right of a minority to impose its will on the majority; the President's role as a "politician".

Questions for Discussion:

In Abraham Lincoln the author says, "On the frontier, courage was the first essential to success." (p.26) In the ensuing fight with Jack Armstrong, the village bully was thoroughly trimmed by young Abe.

1. Was Lincoln's courage in trimming Jack Armstrong a typical "frontier" courage? Is this kind of courage needed today?

2. Where did Lincoln show courage in his political career? Did the Lincoln-Douglas debates take courage? How does that differ from the courage required in freeing the slaves? in conducting the war? in facing the loss of his son? What is courage?

Lincoln, in warning the South in 1861 that rebellion had no place in the Union, said "that ballots are the rightful and peaceful successors of bullets."(p.268)

1. If slavery was voted out by the majority, did the South (the minority) have a right to resort to bullets? When the South resorted to bullets, did the United States government have a right to respond with bullets?

2. Have ballots replaced bullets in our country today? Can they replace bullets in foreign affairs? What need have we for force in a democracy? in international relations?

"The techniques of politics - appeal, persuasion, compromise, maneuver - became thoroughly familiar to him; he learned the ways and nature of politicians. He found how best to use his personal attributes and discovered that moral convictions must sometimes be temporarily subordinated if a man is to work effectively in politics." (p.79) (Have typed copies of this available for the group.)

1. Where did Lincoln compromise his moral convictions for political necessity? Was it justified? Can such compromise always be excused?

2. Is the President as a political leader responsible for the moral tone of the country? What are a political leader's duties in a democracy?

X- Z 673
.A5

ALA AMERICAN HERITAGE PROJECT
COUNSELLOR'S REPORT

Name of Group_____ Attendance____ Leader_____
Place_____ Supervisor_____ Date_____
Number in Series_____ Book or Film Used_____

	Excellent 1	2	3	4	5	6	Poor 7
THE LEADER							
a. Enthusiasm for the group discussion							
b. Cooperativeness with the group							
c. Skill in developing climate of the group							
d. Skill in handling individuals							
e. Skill in regulating participation							
f. Skill in guiding content of the discussion							
g. Skill in helping clarify thinking							
THE GROUP							
a. Enthusiasm for the discussion							
b. Cooperation as a group							
c. Spread of participation							
d. Use of readings in discussion							
e. Supported opinion with evidence and reasoning							
f. Clarified Issues							
g. Considered application to current problems							
h. Kept discussion to important points							

COMMENT ON CHECKED ITEMS:

HOW IMPORTANT WERE THE READINGS TO THE DISCUSSION?

WHAT ISSUES WERE EXPLORED?

COUNSEL OFFERED TO LEADERS:

GENERAL COMMENT

Signed_____ Counsellor

JN 17317
A

1 013
.A5

ALA American Heritage Project
50 East Huron St., Chicago 11, Illinois

NOV 20 1962

PLANNING YOUR PROGRAM

WHO PLANS YOUR AMERICAN HERITAGE PROGRAM?

There are at least two ways of inviting community members to [illegible] and the discussion leader in the planning of the program.

1. A committee of two or more community people may meet with the [illegible] the leader to draw up the outline of the program. This program [illegible] ed to the community as a basis for enlisting membership in the [illegible]

2. On the other hand, materials (folders and posters) from the [illegible] Project office may be used to bring the group together. The [illegible] librarian can then work with the group itself to develop the [illegible] which they wish to discuss for the year. This organizational [illegible] include a film for brief discussion, as well as the program [illegible] this plan, it is well for the librarian and leader to have [illegible] program possibilities and have a list of possible topics for [illegible] start the thinking of the group.

Under either plan, or variation thereof, the group developing the [illegible] in mind:

What is the age range and educational background of the group?
Will the group represent a cross-section of the community?
What do the members expect to get out of the discussions?
How best can the interests and needs of the members of the group [illegible] by an American Heritage program?

WHAT TOPICS SHOULD BE PLANNED FOR DISCUSSION?

The general topic for this program is the American heritage and [illegible] porary application. Within this framework, leader, librarian, and group [illegible] wide variety of ways to plan the series of discussions:

Topics may be grouped around contemporary problems at the [illegible] regional or national level.

Major historical issues may be the emphasis, such as [illegible] state vs. federal power, growth and power of labor [illegible] trol, federal aid for education, responsibility of the [illegible] the general welfare.

Some of the major aspects of government and politics may [illegible] discussion, as the Constitution, the Federalist Papers, [illegible] States rights as in the Constitution and pre-civil war [illegible] of political parties, the role of local or state gov[illegible]

X- Z 673
A5
ALA American Heritage Project
50 East Huron Street
Chicago 11, Illinois

IT'S OUR AMERICA

MAR 17 1953

V. Individual Human Rights - Discussion Guide

B. Lilienthal - This I Do Believe

A direct, forceful statement in simple language by an outstanding public figure of our own time who says "This I do carry in my head." His statement strengthens the readers faith both in a great American and in the things for which he stands. He discusses our fears as well as our freedoms, the dangers involved in preserving democracy as we advance in science and technology, big business, our free enterprise system and public utilities. Not all readers will agree with his views on all questions, since his is the viewpoint of the former head of T.V.A., but all will surely admire his courageous stand against false accusations brought against him. He was appointed to the Atomic Energy Commission and served as its head until 1948 when he retired to private business. "The kind of philosophy which Mr. Lilienthal expounds", said the New York Times, "may well be a more powerful weapon in our defense than the furious and expanding atom. And it has the advantage of not being a secret weapon." Much of what Mr. Lilienthal has to say should be of particular interest to young people as some of his suggestions are directed to the idealism and energy of youth. He clearly states and gives reasons for his faith in his country, his fellow men and the democratic process. "This country has what it takes," he believes, but we will need to use our first team and "keep the first team in the game".

Questions for Discussion:

1. Of what are Americans today afraid, according to Mr. Lilienthal? (p. 3-13 and 150-151) Do you agree or are there others you would add? What more do you think we could be doing about these fears than the things he mentioned?

2. Why does Lilienthal maintain that the T.V.A. is an example of democracy in action to which we as a nation can point with pride? (p. 29-31) Do you agree or disagree?

3. What do you think of the proposal that every educated person who is qualified to do so set aside a number of years for service to his local, state or Federal government? (p. 101-103)

> "I propose that out of the best and most productive years of each man's life, he should carve a segment in which he puts his private career aside to serve his community and his country, and thereby to serve his children, his neighbors, his fellow-men and the cause of freedom". (p.101)
>
> "I do not urge that everyone pursue public service...as a life time career...What I urge is a fluid kind of citizen service, in which men and women move from private life into public service for a period of years, and then back to private life." (p. 103)

4. What is the "Myth of the Atom Bomb" and what can we do to counteract this error?

X-Z673.A5 #1d

AIA American Heritage Project,
50 East Huron Street,
Chicago 11, Illinois.

THE LIBRARY OF CONGRESS
SERIAL RECORD
MAR 17 53

A LEADER'S GUIDE TO

Benjamin Thomas: Abraham Lincoln

This is a study of a man more loved than understood. Other historians have idealized this great democratic leader; but in this book we see Abraham Lincoln's patient mastery of situations, his honesty and expertness in politics, as well as his early crudity and mistakes. Not only a study of growth of a great personality, this biography also presents for discussion some of the highly important issues of Lincoln's time that are still our concern: Is democracy a government by "tyranny of the majority" or by "concensus of the people"? When a great wrong is to be corrected, must we wait to do it legally or can we use force? Is war a necessary expedient between peoples? It is issues like these, as well as the personality and leadership of Lincoln, that will provide good discussion on this biography.

LINCOLN, THE MAN (Chapters I-IV)

"So Lincoln came to manhood, a product of the American frontier." (p.21)

What did the frontier of Kentucky and Illinois contribute to the growth of the young Lincoln? What personal qualities helped and what handicapped him in later life? How can you explain Lincoln's unusual development in personality: in terms of his parentage? his schooling? his friends? the frontier itself? As a young man, was Lincoln a "typical" American youth? Was Lincoln a "typical" American? How can his fine characteristics be cultivated in other Americans? Does "genius" or "environment" explain Lincoln's development?

DRED SCOTT DECISION and THE LINCOLN-DOUGLAS DEBATES (Chapter X)

"He did not hold with those who would resist the Dred Scott decision; the Supreme Court must be respected and obeyed. But this decision was erroneous." (p.174)

What was the political importance of the Dred Scott decision? (p.171 ff) Do you think Lincoln's method of trying to get such "wrongful national policy" (p.175) changed, was the most effective? the wisest? As you read the account of the Lincoln-Douglas debates, did the right seem to be all on one side? What were the issues? Have recent political debates been able to define issues as clearly as the Lincoln-Douglas debates did? How useful is the debate in helping decide public issues?

What was the role of the Supreme Court in the Dred Scott affair. By what Constitutional right can the Court interpret law? Can "interpretation" be as strong as "legislation"? In what areas of public issues are Supreme Court decisions redefining law today? (Consider states rights, federal control, racial equality)

THE WAR and Why it Was Fought (Chapters XIII,XVII)

(The confederate states had set up a separate government. Robert Anderson had been commander at Fort Sumter. Lincoln was elected to be President in November 1860.)

Were you surprised that the civil war was fought "to maintain the existence of our National Union" (p.257) rather than to free the slaves? How did Lincoln reconcile his convictions on slavery with his refusal to make slavery the central issue of the war?

AIA American Heritage Project
50 E. Huron St., Chicago 11, Ill.

A5

A LEADER'S GUIDE TO

1st series

DECLARATION OF INDEPENDENCE

The use of the "Declaration of Independence" as the first reading in the first series of great books discussions offers the opportunity to set the method of attack as a model for approach to other discussions. In this first session, both reading and discussion will take place in the group.

Mortimer Adler's suggestions on thorough reading in three steps apply here: first, a guide reading of the first two and last three paragraphs give the general outline of the work; second, an analysis of the purpose and intent of the Declaration; third, a close criticism of the basic assumptions of the work.

Challonging Problems

PURPOSE OF THE DECLARATION:

What purpose did the signers of the Declaration intend this document should serve, as stated in the text?
Is it a plea? a statement of rights? a protest?
To whom is it addressed? Why?

BASIC ASSUMPTIONS:

How important are basic assumptions here to the effectiveness of the argument? What are the basic assumptions on the final source of governmental authority?
When is a truth self-evident? What is meant by "self-evident"? "Self-evident to whom"? Which of self-evident truths listed are valid now? for all mankind?
Wherein are all men created equal? before the law? equal in ability? equal in their right to the fruits of the earth?
What assumption lies in the phrase "endowed by their Creator"? Must one accept a Creator in order to accept the rights?
How is a right inalienable? If force is used, can a right not be alienated? Does a right imply also a responsibility? What responsibilities does the Declaration imply? How can government ensure the right to life? to liberty? to the pursuit of happiness?
Who shall judge when the government must be changed? The people? Unanimously? By majority vote? Who are the people?

UNIVERSALITY

Why is the Declaration couched in universal terms "all men", "any form of government"?
In what sense can these values be termed universal?
How can any group of people pronounce values for all mankind? What is the basic assumption here?

These approaches to discussion are suggestive only, and in no sense cover the details of the reading or outline its general form. Please note after your discussion valuable questions and angles that might be included in a revision of this guide.

X-Z 673
.A5

American Library Association
BOARD OF EDUCATION FOR LIBRARIANSHIP
50 East Huron Street
Chicago 11, Illinois

THE LIBRARY OF CONGRESS
SERIAL RECORD
JUL 31 1953

ACCREDITED LIBRARY SCHOOLS

The Board of Education for Librarianship has classified and accredited the following library schools under the Minimum Requirements for Library Schools adopted by the ALA Council in October 1933.[1] Pending the adoption of new standards, the Board suspended accrediting procedures in August 1948, but continued the status and classification of library schools then accredited.[2] Standards for Accreditation were adopted by the ALA Council, July 13, 1951.[3] The evaluation of the following library schools under the 1951 standards will begin in 1953-54.

Library schools are listed alphabetically by the name in common usage followed by location, dates of establishment and full accreditation, 1948 classification and administrative officers.[4]

Because many of these schools have changed their curricula since 1948, full information about admission requirements, programs and degrees offered should be obtained from the library schools.

New York State College for Teachers, Department of Librarianship, Albany. Est. 1926; acc. 1932. Type III.[5,6] Robert Stone Burgess, Jr., Head.

Atlanta University, School of Library Service, Atlanta, Ga. Est. 1941; acc. 1943. Type II.[6,7] Mrs. Virginia Lacy Jones, Director.

University of California, School of Librarianship, Berkeley. Est. 1919; acc. 1926. Type I.[6] J. Periam Danton, Dean.

Catholic University of America, Department of Library Science, Washington, D.C. Est. 1938; provisionally acc. 1941-48; acc. 1948. Type II.[6] Rev. James J. Kortendick, Head.

University of Chicago, Graduate Library School, Chicago, Ill. Est. 1928; acc. 1934. Type I.[6] Lester Asheim, Dean.

Columbia University, School of Library Service, New York, N.Y. Est. 1887; acc. 1927. Type I.[6] Carl M. White, Dean of the Faculty of Library Service; Lowell Martin, Associate Dean.

Texas State College for Women, Department of Library Science, Denton. Est. 1929; acc. 1938. Type III.[5,6] Hazel Pulling, Director.

University of Denver, School of Librarianship, Denver, Colo. Est. 1931; acc. 1934. Type III.[6]

Drexel Institute of Technology, School of Library Science, Philadelphia, Pa. Est. 1891; acc. 1926. Type II. Harriet D. MacPherson, Dean.

Emory University, Division of Librarianship, Emory University, Ga. Est. 1905; acc. 1930. Type II.[6] Tommie Dora Barker, Director.

Kansas State Teachers College of Emporia, Department of Library Science. Est. 1928; acc. 1932. Type III.[5,6] Orville L. Eaton, Director.

New York State Teachers College, Department of Library Education, Geneseo. Est. 1934; acc. 1946. Type III.[6,8] Mrs. Alice D. Rider, Director.

University of Illinois, Library School, Urbana. Est. 1893; acc. 1926. Type I.[6] Robert Bingham Downs, Director; Ernest J. Reece, Acting Associate Director.

University of Kentucky, Department of Library Science, Lexington. Est. 1933; acc. 1942. Type III.[5,6] Leslie I. Poste, Head.

Louisiana State University, Library School, University Station, Baton Rouge. Est. 1931; acc. 1934. Type II.[6] Mrs. Florrinell Francis Morton, Director.

McGill University, Library School, Montreal, Que. Est. 1927; acc. 1929. Type II. Miss Vernon Ross, Director.

Marywood College, Department of Librarianship, Scranton, Pa. Est. 1939; acc. 1946. Type III.[6] Sister M. Norberta, Director.

X-Z673.A5 #404

X- Z 673
.A5

AIA American Heritage Project
50 E. Huron St., Chicago 11, Ill.

A LEADER'S GUIDE TO

The U.S. Constitution and Federalist Papers, Nos. 1, 10, 45, 51

The Federalist Papers are a unique explanation of the Constitution of the United States. They were written during 1787 and 1788, when the adoption of the Constitution was still a question, and were designed to persuade the citizens of the day that this form of government was sound and wise. Written by Hamilton, Jay, and Madison, they are brilliant expositions of the reasonable basis for the formal document that provides our structure of government. In leading this discussion, it might be wise to begin the discussion of the Constitution with some of the problems set forth in the four Federalist Papers. It will set the important precedent of providing a logical, reasoned basis for the discussion of opinion.

This discussion is not primarily the occasion for a review of historical developments that give rise to the Constitution. More profitable is a study of the structure of this form of government and the way it was designed to funtion, in order to know the nature of our democratic-republican government. The Constitution and the Declaration of Independence are cornerstones of American government; and these first two sessions should lay a foundation of common understanding and provide a point of common reference throughout the series of discussions.

THE STRUCTURE OF THE FEDERAL GOVERNMENT:

How does the basic structure of government, as outlined in the Constitution, reflect a people recently freed from a royal rule in a war for liberty?

What check do the people have on the federal government? In what ways does the federal government act to control the powers of any one part? Are the "people" held in check in any way? Is this a government by majority rule by the elite? Are the checks in the Constitution provided in the interest of justice (p. 340) or of liberty (p. 336)?

Edward Earle, in his introduction to the Modern Library edition of the Federalist, says: The Constitution "presented to the modern world the first example of an extensive federal republic founded upon the principle of representative government. Although that government was not in the first instance founded upon the principle of democracy, it provided the framework upon which was to be constructed the world's largest democratic republic." (p.v) What justification is there for saying that the Constitution is not founded upon the principle of democracy? What was its basic principle? Was it undemocratic? How? What is the distinction between a republic and a democracy? In what ways has the Constitution become more democratic? Do these changes destroy the original intent of this form of government? (Consider amendments on election laws, suffrage, income tax.)

X-Z673
.A5
#105

ALA American Heritage Project
50 E. Huron St., Chicago 11, Ill.
X- Z 673
.A5

DISCUSSION GUIDE

based on

THIS AMERICAN PEOPLE, by Gerald Johnson (Harper's, 1951)

(Prepared for the American Library Association by Helen Hiett Waller, Forum Director, New York Herald Tribune)

(This guide is prepared for use by a discussion leader who has not only read THIS AMERICAN PEOPLE, but has studied it and marked the passages which give the author's opinions on, and, in most cases, specific answers to, these suggested questions. If the guide is used for discussion with a group that has not read the book, it might be interesting to make note of the answers. These answers might then be incorporated into the guide to extend its scope for future discussions.)

Preliminary

1. Why does the author say that "democracy is a dangerous form of government"?
2. Where should security rank in an American's scale of values? (p. 41)
3. What does Johnson mean when he says that taking risks is a quality of genuine Americanism? Does this mean that he condones gambling?
4. To what extent is our democracy based on majority rule? Have major policy questions always been decided by majority rule in the past in the United States?
5. What is the difference between being American in the legal sense and being American in the real sense?
6. Is being an American any different from being British or French or Italian? If so, how?

Chapter I

1. Where can we find the most authoritative and concise statement of the American doctrine?

AIA American Heritage Project
50 East Huron St., Chicago 11, Ill.

X- Z 673
.A5

New York Public Library

Exploring the American Idea

THE AMERICAN CHARACTER

Foreword - These suggested readings are to be used in a group search for insight into the nature of our people. Since Crevecoeur first asked "What is an American?" many answers have been attempted, but the question is still put forward. Representing our diversity within a common heritage, the writers of these pages will offer their conception of the American character. Some will speak as "typical" Americans, some as complete individualists; they may tell the story of one man's life, or attempt a collective appraisal. In all of them, we believe, the American Idea will again find some expression, since the Idea came from the people and, in turn, has profoundly influenced them. What, then, is an American? Through a program of reading and discussion, such as is outlined here, each participant may hope to find his own valid answer.

READINGS ON THE AMERICAN CHARACTER

1. Crevecoeur, J. Hector St. John de. Letters from an American farmer. Letter 3. What is an American?	"Here man is free, as he ought to be." Here is "a new social system ...here they become men...here they rank as citizens." Has the hope of the pioneers been sustained?
2. Franklin, Benjamin. Autobiography.	Franklin typified the energetic, inventive American, successfully rising from poverty to riches.
3. Woolman, John. The Journal.	But always there have been those, like Woolman, who emphasized spiritual values and social responsibilities.
4. DeTocqueville, Alexis. Democracy in America. Ch. 17, 27-30 (Oxford 1. vol. ed.) or Vol. I, ch. 17; Vol. II, Bk. II, chs. 10-15, 17-20; Bk. III, chs. 1-14. (in two volume ed.)	Although no American is devoid of a yearning to rise, such ambition is, on the whole moderate, and tempered by other standards of achievement.
5. Thoreau, H. D. Walden.	And there have been magnificent exceptions, such as Thoreau, who insisted on values other than that of material success.

X-Z673.A5 #07

X- E 673
.A5

AIA American Heritage Project
50 E. Huron St., Chicago 11, Ill.

A LEADER'S GUIDE TO

Abraham Lincoln - First Inaugural Address
Message to Congress, July 4, 1861 (selections)
Second Inaugural Address

These three speeches by Lincoln are both a measure of the man and a clear presentation of two major issues as he saw them: the institution of slavery, and states' rights. The "First Inaugural Address" quotes frequently from Article IV of the Constitution; and use of this section, on the role of the state in the Federal government, will be needed throughout discussion of the Lincoln speeches. A general review of the Constitution to see how far slavery is integrated into the law of the land, will provide a factual basis for discussion.

SOME BASIC ISSUES:

States' Rights: "Whence this magical omnipotence of State Rights?" (p.670)

What is the meaning of States' Rights? How did it become involved with the slavery issue? Is States' Rights a basic principle or an expedient? (Compare the Constitution, Lincoln's addresses, and group experience today.)

Slavery as a cause of the War between the States: "These slaves constituted a peculiar and powerful interest." (Second Inaugural, p. 841)

In what sense did Lincoln find slavery to be "the cause of the war"? Was it the major issue, in Lincoln's mind? Why or why not?

Was slavery a matter of economics or of human rights? Did either classification give the Federal government power to act on it?

Right of the Minority: "Ballots are the rightful and peaceful successors of bullets." (p. 675)

Do not ballots imply the rule of the majority? Is that not the rule of "numbers" and therefore by force rather than reason? What chance has the minority under peaceful methods to gain control? Does Lincoln's phrase "time, discussion, and the ballot box" (p. 666) imply a satisfactory answer?

Was the question of secession essentially a problem of States' Rights under the Constitution, or a problem of the right of revolution as stated in the Declaration of Independence? Does a minority have a right in either case?

Lincoln as a Democratic Leader: "With malice toward none; with charity for all." (p. 842)

What were the three distinct occasions for these speeches? How well did Lincoln meet those occasions in his addresses? What qualities demanded of

X-E 673 .A5

X- Z 673
.A5

ALA American Heritage Project
50 E. Huron St., Chicago 11, Ill.

A LEADER'S GUIDE TO

De Tocqueville - Democracy in America
(chapters 4, 5, 25 on Townships and the use
make of Public Associations)

This study of democracy in 1835 served De Tocqueville and [illegible]
their own attempts at popular government. And in the same way
now to assess the quality of democracy in America in 1951. As a
the small details of our way of life have been interpreted in
over-all pattern of democratic institutions. Attention to the
the discussion will be rewarding, as for example: Why does it
who collects the taxes in a democracy? And the use of actual
as a basis for discussion will prove an easy and fruitful way
cussion and carry it along. De Tocqueville's observations have
both comparison and contract with conditions today, and ensure a

TOWN MEETINGS: "Town meetings are to liberty what primary schools
science" (p. 53)

Why is De Tocqueville more impressed with the New England
than with the U.S. Constitution? (ch 5, pp. 51-68) What
De Tocqueville find that the sovereignty of the people
individual? (p. 56)

"But I am of the opinion that a central administration enervates
in which it exists by incessantly diminishing their public
What distinction does De Tocqueville make between central
centralized administration? How can one be had without the

How does the practice of local government in New England affect
zens' attitude toward government? (p. 67) What is our attitude
Do we need more local government?

PUBLIC ASSOCIATIONS: "Nothing, in my opinion, is more deserving of
than the intellectual and moral associations of America." (p. 318)

Is the United States a nation of "joiners"? How many groups do you
to? How many perform important functions in society that are in
lated to the government? (Red Cross, Lions Club, Chamber of
League of Women Voters, boards for hospitals, orphanages, etc.)
De Tocqueville believe this is related to the democratic way of
Why essential to it? (pp. 322, 327-330)

A

ALA American Heritage Project
50 E. Huron St., Chicago 11, Ill.

JUL 31 1958

LEADER'S DISCUSSION GUIDES

on

Living Ideas In America by Henry Steele Commager

I. The people, ch. 1
The land, ch. 2

II. Fundamentals of the American political system, ch. 3
The machinery of government, ch. 4

III. Democracy, or Majority rule and minority right, ch. 5

IV. State and nation, ch. 6

V. The welfare state and rugged individualism, ch. 7
The tradition of change and reform, ch. 9

VI. Liberty and order, ch. 8

VII. Church and state, ch. 10
School and Society, ch. 11

VIII. Peace and war, ch. 12
Isolation, intervention and world power, ch. 13

These guides have been designed to suggest some of the basic issues for discussion that Commager's selections from documents offer. They are not designed to supply "questions" on each selection, but to offer, in question form, the fundamental problems that run through each chapter as a whole. References to particular selections are made when the issue or problem has received an especially pertinent statement at that point. The questions on each section, however, form a sequence suggestive of a possible progression in discussion.

Leaders will probably find the discussion guide most helpful after his own preparation. No guide can organize a discussion, but it can serve as a reminder, a suggester, a presentation of another point of view to help the leader obtain more insights into the reading.

X- Z 673
.A5

(This sheet was said by representative from Evanston to be the best thing he had received because it showed how bill would affect his constituency.)

Evanston Version

BILL - To appropriate $1,000,000.00 for library service to the areas without free public libraries.

The special interest to the North Shore in this bill is that a large number of the towns to the west are without public libraries.

According to the plan for the operation of service to be made possible through the passage of this bill, well-equipped libraries may be designated as regional centers from which service to the non-library areas can be operated.

Thus Evanston, through mutual agreement, could be designated a regional library center for the towns to the west and north and would be reimbursed from the fund provided in the bill for services rendered.

The money so received would not only make possible service to such communities, but would enable book purchases. These books would in turn be available to residents of Evanston as well as to the contracting community.

As Mayor Bartlett said when a similar scheme was proposed, "Such a plan would be in accord with the city's program to make Evanston a natural trade and cultural center."

The plan is also in accord with the proposals of those municipal planners who contend that for the conservation of the tax payer's money, services must be performed on larger regional bases than heretofore.

What is most needed throughout the state is not more small libraries, but regional libraries with ample and well selected book collections to be made available to the smaller and rural communities through book auto-service, small deposit collections in stores, school libraries, etc.

BOOKS FOR EXISTING LIBRARIES

An Act to appropriate $600,000.00 from the general funds of the state for books for existing libraries.

PURPOSE

To help existing libraries offset in part their lack of purchase of books and periodicals during the past five years.

The Chicago Public Library has purchased no new books since May, 1931.

The book appropriation of every library in the state has been drastically reduced if not almost eliminated at a time when demands brought upon librarians have been increased 50% to 150%.

X-673.A5 #11